

Year 7 History PoS							
Term	1	2	3	4	5	6	
Topic Title	What can sources teach us about the impact of migration?	How far did the Normans change Britain?	Why did the balance of power change in the Middle Ages? Mini enquiry: Why did life in the Middle Ages cause the peasants to revolt?		How significant were the changes to the Church in the Tudor period?	What can sources teach us about how big the world was in the 1500s?	Should the English have killed their King?
Rationale Why are you delivering this topic now? How does it fit with the learning journey?	Migration has shaped Britain & is not a new concept – idea of a Briton being made up of many lineages. Additionally, this will provide students with a clear grasp of chronology as we will study migration groups from pre-history to the modern day. Our focus will be on using evidence to introduce this concept showing students how sources can help us find out about migration.	The focus is on a major turning point in British history - 1066. This provides the foundation for the chronological study of the history of Britain through KS3. Themes of causation and consequence, change and continuity.	This topic follows the chronological development of the UK from the Norman conquest and the development of society, monarchy and parliament through the role of the Church, the Crusades and Magna Carta.	This continues the development of the UK and its role in European affairs with the Hundred years war. It builds on the continuing development of British monarchy and society through the Black Death and the Peasant's Revolt.	This topic shows the development of the UK from medieval to the early modern period; the establishment of the UK as a major European power and builds on prior knowledge of the development of religion and society with the Reformation.	This continues the chronology of the Reformation. It focuses on the discovery of new inventions and exploration and how people's knowledge was growing in this 'Age of Exploration' and Renaissance. This also provides the context for study of empire and industry in Y8.	This completes the story of the changing role of monarchy and parliament and the beginnings of a constitutional monarchy, building on prior knowledge of Magna Carta and the growing power of parliament through the Civil war and the Act of Settlement.
Prior knowledge What have pupils already covered that will support?	Pupils will be able to draw on their knowledge from primary school as we will cover a long period of time. They can use their knowledge of people, dates and events to help contextualise migration.	Pupils will continue to build on their general knowledge from primary school of key dates and people from British history by putting them in context with the period. They will also use knowledge of the A-S and Norman migration.	The Norman conquest established key themes of monarchy, religion and society. From this students will build a picture of how much these features have changed.	Pupils have an understanding of medieval politics and can build on this by looking at these features in a European context.	Pupils will use their prior knowledge of the key features of religion and monarch in medieval times to understand the changes taking place in the Reformation and how this fits in with the continuing development of British society.	Pupils have a core knowledge British and Islamic empires in the Middle Ages. Therefore they can assess any change and continuity.	Pupils will put their understanding of this period of British history in context and use prior knowledge to identify and explain how much British society and government has changed since the medieval period.
Key knowledge/skills development	Key groups studied will include; pre-history, Romans, Anglo-Saxons, Vikings, Jews and Huguenots, Windrush generation, empire. They will describe these groups and their impacts as well as source analysis skills. Knowledge retrieval throughout.	1066 - claimants to the throne, the battle of Hastings and establishing Norman control. Understand chronology, describe events using precise historical knowledge, explain examples of change and continuity. Knowledge retrieval.	The establishment of the Plantagenet dynasty with Henry II: the role of the church, the Crusades and Magna Carta. development of key skills of source analysis, description and explanation, cause and consequence & interpretations. Knowledge retrieval.	The conquest of Wales and Scotland and the beginnings the United Kingdom. The hundred Year's war, Black Death, wars of the Roses. key skills of source analysis, description and explanation, cause and consequence & interpretations. Knowledge retrieval.	This unit focus' on Henry's reforms to the Church and how this impacted on people's lives. We will also consider the rollercoaster of religious changes from Henry to Elizabeth. Focus on significance	In this unit we will consider how the world got bigger for many people in the Elizabethan period. We will look at the start of empire through exploration and how this impacted foreign policy including the rivalry between England and Spain. Focus on source use.	We will start the unit linking back to the religious reforms by examining the causes of the Gunpowder Plot. We will then consider the short and long term causes of the English Civil War. This will lead towards considering the reasons why the English killed their King. We will finish the year considering the development of Parliament and monarchy. The key skills of interpretation will be introduced.

National Curriculum/specification links	Local history of Viking Lindsey. Also a theme that consolidates and extends pupils' chronological knowledge from before 1066	Anglo Saxon and Norman England. Change and continuity.	Cause and consequence & interpretations. The reigns of Henry II, Richard I and king John. The development of Church, state and society in Medieval Britain	Cause and consequence & interpretations. The development of Church, state and society in Medieval Britain	The development of Church, state and society in Britain 1509-1745. Focus on the skill of significance.	The development of Church, state and society in Britain 1509-1745. Focus on evidence.	The development of Church, state and society in Britain 1509-1745. Key skill of interpretation.
Literacy	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.
Numeracy	Using timelines to visualize key dates and placing key events within the timelines.	The use of rounding for casualty numbers at The Battle of Hastings- Ask why do we round?	Using timelines to visualize key dates and placing key events within the timelines.	Data analysis of death rate, how does data help a historian look into the past?	Use statistics to add value and analysis on the impacts of The Reformation on the number of Catholic citizens	Understanding chronology.	Consider using visual representations of armies and military units.
STEM	Creativity in representing different groups and time periods on the enquiry outcome of a timeline.	Analysis of Motte+Bailey castles leads into a project of producing a castle model to visualize the castles.	Create shields from pupil's own design using examples of contextual designs.	Consider the design of the Long-bow vs The Cannon, why was they heavy firearms discounted for the Long-bow?	Analyse the significant changes to architecture during the reformation years on Churches, infer using religious concepts why changes occur	Reflect on the poor decisions used by the Spanish when attempting to invade Britain by sea. How could they have analysed the geographical blocks of the North Sea as well as the technological aspect of the Armada?	Use critical thinking skills to consider the types of armour and weapons required for each type of Civil War soldier. Consider their role in the army in particular. Project work to explore students own understanding of the impact of migration – looking at specific times and categorising how this changed.
Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?	Geography: use of push and pull factors as well as using maps. English - written communication PSHCE - British values. Art - use of artwork as sources	Geography; map work of Britain and northern Europe. English - extended writing skills. Art - medieval paintings	English - reading and extended writing skills. Art- medieval paintings, French - Norman language the word Parliament. PSHCEE - democracy. Geography - map work on the Crusades.	Geography - map work of Britain and France. Biology - the Black Death, viruses. Art - medieval paintings and images. English - primary sources - reading and extended writing skills. Maths - data analysis.	Geography - map work of Britain and Europe. RE - understanding of the Christian church and its structure and interpretations.	Geography - map work of Europe the discovery of the 'New World' Art - study of contemporary paintings. English - essay writing skills. Technology - new inventions.	Geography - map work of battle sites in the UK. English - essay writing skills, analysis of contemporary sources. Art - analysis of contemporary artwork. European geography - immigration
Key vocabulary	Migration, conquest, push & pull factors	Monarchy, heir, claimant, conquest, feudal system, conquest, invasion	Dynasty, Church, Parliament, Magna Carta, absolute monarchy, state, church,	Plague, revolt, heir, power,	Reform, Reformation, Protestant, Catholic,	Puritan, treason, succession, parliament, Divine Right	Civil war, constitutional monarchy, parliament, Restoration, revolution. Divine Right

Year 8 PoS						
Term	1	2	3	4	5	6
Topic Title	What can sources teach us about why empire and industry had such a big impact?		Why was the French Revolution significant? Mini enquiry: Why was the French Revolution significant?	How did the slave trade dehumanise those involved?	Is the fight for Civil Rights over?	To what extent has equality been achieved in the 21st century?
Rationale Why are you delivering this topic now? How does it fit with the learning journey?	Students continue their understanding of the development of the UK to a major world power and the development of an empire. This continues the progression of the chronological study of the history of Britain through KS3. Themes of causation and consequence, change and continuity and the significance of individuals.	This topic follows the chronological development of the UK as a major industrial power and links with the development of empire and the growing status of Britain and the development of society. It studies the roles of individuals and the growing call for social reform. Issues such as cause and consequence and significance.	This continues the theme of revolution. It builds on the continuing development of British monarchy and society and compares this with the developments in France through its revolution and wars with England: cause and consequence and analysis of key factors.	Pupils will understand what life was like for enslaved peoples before, during and after middle passage. They will consider the roles of different people in abolition leading to the American Civil War	This unit continues on from the American Civil War, considering what Civil Rights are, why they were needed. We then take the journey to Britain to understand the experience of Black British people and bring in the idea of Civil Rights in Africa as well.	This unit considers the rights of other groups in society and how this has changed over time. We will consider the fight for the vote, suffrage movement and LGBTQ+ rights. We
Prior knowledge What have pupils already covered that will support?	Pupils will build on their prior knowledge of the development of the UK and look at this from a more global perspective with the role of empire. Y7 issues of the role of Parliament fit in well and compare with the cause of American independence. The Industrial revolution establishes the key themes of the development of society. From this student will build a picture of how key individuals led the cause of social reform, this links back to the American revolution in term 1		Pupils have an understanding of the role of monarchy and politics from year 7 and can build on this by looking at these features in France in a more modern context. Building on their understanding of the American revolution and the development of British society at the same time.	Pupils have studied empire and industry so will have the context for the start of the slave trade. They can use this to understand the economic motivations behind the	Pupils will develop their understanding of prior topics of social reform and the development of democracy and put this in context with the American Civil war and the Civil Rights movement.	Pupils will develop their understanding of prior topics of social reform and the development of democracy
Key knowledge/skills development	Empire, The New World and exploration and colonization. Consideration of the treatment of indigenous people and the legacy of empire including the process of decolonisation. The establishment of Britain as a world industrial power, the development of social reform		The French Revolution, reign of terror and the rise of Napoleon. Key skills will build on the understanding of causation and consequence to analysing the importance of key factors and individuals. Source analysis skills will build on inference to understanding concepts of usefulness and interpretations. Knowledge retrieval.	Plantation life, Key skills will develop explanations of cause and consequence and significance. Analysis of contemporary accounts, evaluation of utility and reliability. Knowledge retrieval.	The Civil War, emancipation, Civil Rights, Dr King and Malcolm X. Key skills will continue the development of extended writing, placing events in context and using knowledge retrieval explanation of change and continuity over time. Source analysis skills will focus on interpretation and utility. Knowledge retrieval	Focus on Peterloo, Chartist movements and extending the franchise. Also, the difference between suffragists and suffragettes including tactics. Then consider the Aids crises, Section 28 and allyship.
National Curriculum/specification links	Study of ideas, political power, industry and empire: Britain, 1745-1901. Key skills of description, explanation, analysis and significance. Focus on cause and consequences and evidence.		Study of a significant society or issue in world history and its interconnections with other world developments	Challenges for Britain, Europe and the wider world 1901 to the present day. Key skills of description, explanation, analysis and significance.	Challenges for Britain, Europe and the wider world 1901 to the present day. Focus on change and continuity.	Challenges for Britain, Europe and the wider world 1901 to the present day. Focus on change and continuity.
Literacy	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.		Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.	Literacy is fully embedded with opportunities to read historians work as well as primary sources which will be analysed.

Numeracy	Making connections between trade and price and profit. Using percentages, pie charts. Factory building game - using cost, accounting, percentages and profit.	Reference to the decimalization of the clock, calendar, and the week - making use of knowledge of fractions and decimals.	Link with first term regarding profit and loss connected with trade and prices = using slavery to reduce expenditure and enhancing profit.	Numerical statistics to illustrate the gap in living standards between black and white, calculate percentages of the communities/ population involved in civil rights actions (e.g. Montgomery Bus Boycott, financial impact of boycott) .Timeline of protest and reform	Statistical data regarding % of people who could access the vote etc.
STEM	Use of problem solving and creative skills and analytical thinking to discuss, predict and explain battle tactics. Factory building game - using problem solving and creative skills to plot, locate and plan the site of a factory	Use of problem solving and creative skills and analytical thinking to predict and analyse the actions of Napoleon at Moscow and Waterloo	Discussion of the engineering of the sailing ships of the 17th and 18th century also the issues of global travel and communication	Use of reflectivity and analytical thinking skills to analyse the progress and results of the Civil Rights Movement.	Critical thinking to assess if rights have been fully realised and how this might change in the future.
Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?	Geography; map work of Europe, India and North America. English - extended writing skills. Art - contemporary art work and cartoons. Business Studies- commerce and trade. PSHCEE - the development of democracy. English - reading and extended writing skills. Art- contemporary paintings, photographs and cartoons. PSHCE - democracy. Business Studies- commerce and trade. Technology - new inventions.	Geography - map work of Britain and France. Art - contemporary paintings and images. English - primary sources - reading and extended writing skills. Maths - data analysis of the terror. French - key words and vocabulary.	Geography - map work of Britain and Europe and Africa. Art - contemporary African paintings and images. English - primary sources - reading and extended writing skills. Maths - data analysis of the slave trade	Geography - map work of battle sites in the US. English - essay writing skills, analysis of contemporary sources. Art - analysis of contemporary artwork. PSHCEE- democracy, tolerance and Human Rights.	Maths - statistic of voting rights. PSHCE - Tolerance and Diversity, Geography - world of work including changing economy etc. English - written communication dn reading. Business Studies - rise of media in fight for rights
Key vocabulary	Empire, colony, trade, independence, democracy, revolution, cholera, reform, industrialisation, decolonisation, government, transportation	Aristocracy, revolution, estates system, enlightenment, terror.	Slave triangle, middle passage, auction, branding, shackles, tight pack, loose pack. Dehumanisation	Civil war, reconstruction, depression, emancipation, civil right movement, protest, apartheid	Protest, reform, suffrage, LGBTQ+, tolerance, equality, diversity, rights

Numeracy	Highlighting % difference in composition of forces in specific battles. Timelines and timescales, along with working out ages and time to/from events consistent throughout (column subtraction).	Using flow diagrams to show causation and consequence of key events (input - output).	Links to analysis of bar charts and pie charts to understand the data impact of the war.	Links to further analysis of statistics relating to different leaders.	Links to comparing composition of forces in specific battles as well as distance gained and lost on battlefields.	Data analysis of statistics relating to the Cold War, specifically arms races, and financial implications.
STEM	Comparison of scientific developments that impact weaponry and composition changes.	Creation and development of the 'moving part' model homework project for WW1 weaponry.	Analysis of decisions made by the European Leaders at the end of WW1, as well as the League of Nations. Decision making games.	Comparison of foreign policy decisions, problem solving skills and linking to wider decisions.	Critically approaching the issues faced by the Home Front and the Front Line, as well as reflecting on the wider impact of major historical events such as the Holocaust and the dropping of the atomic bombs.	Consider the quantitative nature of the Cold War, its context and impact as well as how communications broke down.
Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?	Geography; map work of Europe, English - extended writing skills. Art - contemporary art work and cartoons. Business Studies- commerce and trade. Technology - new inventions.	Geography - map work of key battles sites. English - reading and extended writing skills. Art- contemporary paintings, photographs and cartoons. PSHCEE - democracy. Business Studies- commerce and trade. Technology - new inventions. Science - development of chemical weapons.	Geography - map work of Europe, Art - contemporary paintings and images and photographs, . English - primary sources - reading and extended writing skills. Maths - data analysis of the impact of war. PSHCEE - democracy and Human Rights.	Geography - map work of Britain and Europe. Art - contemporary photographs, cartoons and images. English - primary sources - reading and extended writing skills. Maths - data analysis. PSHCEE - democracy and Human Rights. Modern languages - key German terms.	Geography - map work of North Africa, Europe and the Pacific.. Art - study of contemporary photographs and images. English - essay writing skills, source analysis skills. PSHCEE - Democracy and Human Rights, Holocaust. Science - the development of the atom bomb. Modern languages - key German terms.	Geography - map work of the Cold war in Europe. English - essay writing skills, analysis of contemporary sources. Art - analysis of contemporary political cartoons. PSHCEE- democracy, tolerance and Human Rights.
Key vocabulary	Infantry, archers, artillery, cavalry	Imperialism, nationalism, militarism, alliances, Armistice,	Treaties, the depression, totalitarianism, democracy and dictatorship,	Dictatorship, appeasement, Blitzkrieg, total war. Allied powers, Axis powers,	Holocaust, atomic, nuclear, blitz, Aryan Race, evacuation, Home Front.	Cold war, United Nations, missiles, communism, capitalism