

**INTENT – Why are we doing what we are doing?**

Within the study of History at Waltham Toll Bar Academy we aim for students to have a detailed understanding of British History from the 8<sup>th</sup> century AD through to the present world order. Throughout student’s 3-year study teachers at Waltham Toll Bar Academy will push students to achieve their fullest potential and produce engaged, astute and well-rounded students. Our curriculum allows students to explore a wide range of content such as belief systems, the changing dynamic of monarchy and power and the significance of historical events on the lives of ordinary people. Students will also engage with the local significance of history, learning about Grimsby’s place in history while building a proactive awareness of the issues affecting the local area, namely racism and far - right political views. By exploring these concepts within their study, students will be able to gain a deeper understanding and appreciation of the relevant issues relating to the historical events and concepts studied and how these influence the society in which they live. This, in turn, will encourage them to consider taking a more active role within their local community and consider their contributions to society. Students will also hone key historical skills throughout all units covered from Years 7 through to Year 11 which will benefit students both academically as well as personally. Our curriculum aims to support students in the development of key historical skills, identifying change and continuity, cause and consequence and assessing significance. Students will take this further to analyse both primary sources, developing student’s historiography, alongside conducting analysis of the interpretations of relevant historians. This will prepare students to leave Waltham Tollbar equipped to managed the demands of a world filled with misinformation. Throughout our curriculum is a commitment to development of our student literacy, further supporting our students in not only the development of the skills required within history, but providing wider cross-curricular development.

**IMPLEMENTATION - Year 7**

<b>Term</b>	<b>Unit Title</b>	<b>Unit Enquiry Question</b> <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	<b>Intent</b> <i>Purpose of the specific unit.</i>	<b>Core Disciplinary (Skills) Knowledge Gained</b>	<b>Core Substantive (Content) Knowledge Gained</b>	<b>Careers Links</b>	<b>“Need to Know”</b> <i>Core content required to be covered during this unit.</i>	<b>“Neat to Know”</b> <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
<b>Autumn Term 1</b> September - October	<b>How to be a historian</b>	How do Historian’s form opinions on the past?  Why did people build Stonehenge?	Students shall develop a foundation of knowledge of skills to progress in history. This provides a key understanding of what historians do and looks forward to the further development of these skills.	Significance, Interpretation analysis Evidential source analysis	Types of historical sources Stonehenge Britain The creation of Stonehenge based on primary sources and historical literature.	Links to analysis of information. Historians and the work they complete. Archaeology.	What is a primary Source? What is a secondary interpretation? How do historians learn about the past?	Why are some sources more useful than others? Why might some historians be limited in their views. How can we assess a source for its usefulness?
	Links between Units: : Allows students to expand upon the foundational knowledge gained in unit . Skills continue to be developed and students begin to use skills more independently with less scaffold from the teacher.							
<b>Autumn Term 1</b> September - October	<b>Who are the British?</b>	Who were the British before 1066?  How did migration change Britain before the Norman conquest?	Students will get an understanding of how British society developed. Students will gain an understanding of how the laws, customs and power dynamics in Britain developed, and how demographics in Britain developed.	Change and Continuity  Similarity and Difference	Celtic Britain and how the Celtic people settled in Britain. Roman invasion of Britain and reactions of the Celtic peoples. The migration and settlement of Anglo-Saxons in Britain.	Archaeology Historian and Historical Perspective Trade and Merchants. Farming Builders	How did the Celts migrate and settle and in Britain? How did the Romans invade Britain and how did the Celts react to this? The migration and settlement of Anglo-Saxons in Britain.	How did the Celts Influence British life today? How did the Romans develop British society? How have the Anglo-Saxons influenced our local area?
	Links between Units: Continuous use of skills, significance and change and continuity. Students begin to map out how Britain developed from tribal society to an organised state.							
<b>Autumn Term 2</b> October - December	<b>Vikings in Britain</b>	How did the Viking migrations change Grimsby and Lincolnshire?	Students will begin to closely analyse the importance of their local area in history. Students will focus on Grimsby to demonstrate how the Vikings changed Britain, and the significance of the Vikings on the local and national story.	Significance  Change and Continuity  Evidential source analysis	Viking invasion and Lindisfarne  Viking Religion and Worship  Viking exploration and settlement including Grimsby and America Viking Grimsby	Archaeology, Historians and Historical Preservation, Farming and Agriculture, Research and Archiving.	Why did the Vikings migrate to Britain? How did the Vikings change daily life in Britain? How did the Vikings develop trade? How did the Vikings influence Grimsby?	Why is it important to study our local areas? Did the Vikings influence Grimsby more than other areas of Britain? How different was Viking life to the lives of Anglo Saxons?

							How do the Vikings continue to influence modern Britain?	
	Links between Units: Careers links are drawn across topics. Students use their understanding of second order concepts, significance, change and continuity to develop their extended knowledge. Base level knowledge and skills are required in this unit. Students begin to map change over time, building a picture of how Britain developed as a state.							
<b>Spring Term 1</b> January – February	<b>Medieval Realms</b>	<p>Were Medieval People really violent, barbaric and stupid?</p> <p>Can Eleanor of Aquitaine be considered Britain’s first female ruler?</p>	<p>Students to discover how England changed under the Normans and to develop multi sided arguments, and how similar and different England was by the end of the Medieval Realms. Students will be able to embed the skills they have previously learnt in the unit of Who are the British?’ and ‘The Vikings’.</p>	<p>Evidential source analysis</p> <p>Interpretation analysis – how do historians formulate conclusions of the past?</p> <p>Change and Continuity</p>	<p>Development of Medieval Britain.</p> <p>The lives of ordinary people in medieval Britain.</p> <p>Development of the church and state in medieval Britain.</p>	<p>Changing agriculture. Evidential analysis. Law and Politics</p>	<p>What was life like in Early Medieval Britain?</p> <p>How did Emma of Normandy change Britain?</p> <p>The power of the church in Medieval Britain?</p> <p>How did the state develop under the rule of King John?</p> <p>How were ordinary lives affected by changes during the period?</p>	<p>How significant were the roles of individuals in the development of medieval Britain?</p>
	Links between Units: Students will move to continue their development of core skills and second order concepts. Students will use their existing understanding of the church and state to demonstrate the significance of the changes made by the Tudors during their rule. This will work to continue student development and mapping of change and continuity.							
<b>Spring 2/Summer 1 Term</b> February – May	<b>Britain under the Tudors</b>	<p>Did love really change the church in England?</p> <p>Was there really a Mid-Tudor Crisis?</p> <p>Was being a woman a problem for Elizabeth I?</p>	<p>The intention of these lessons is for students to discover how each of the Tudor monarchs changed England, and to develop source analysis skills of utility, provenance, purpose and making judgements. Students will be able to embed the skills they have previously learnt in The Medieval Realms.</p>	<p>Interpretation analysis. Why might interpretations differ?</p> <p>How do historians reach these judgements?</p> <p>Change and Continuity</p> <p>Causation and Consequence</p>	<p>How can historian’s interpretations of the same events be different?</p> <p>Why do leaders make decisions?</p>	<p>Analysis of evidence, use in law and government.</p> <p>Processes of government, the impact of change in workplaces and in leadership.</p>	<p>How did the Tudors gain power?</p> <p>How did the church change under the Tudors?</p> <p>What was the Mid Tudor Crisis?</p> <p>How did Elizabeth change England?</p>	<p>How did the Mid Tudor Crisis influence the lives of ordinary people?</p> <p>Why were the Tudors significant in altering relationships between the church and state?</p>
	Links between units:							
<b>Summer Term 2</b> May - July	<b>Monarch and Power (Synoptic Unit)</b>	How did the power of monarchs change throughout British History?	<p>This study of monarchy aims to give students the ability to evaluate similarities and differences between different monarchs across a chronological time period. Focus is placed on modern Britain and how British politics has changed.</p>	<p>Change and Continuity</p> <p>Significance</p> <p>Similarity and difference.</p>	<p>The changing power that monarchy holds in Britain. How did Britain go from absolute monarchy to a constitution monarchy with a democratically executive and legislature?</p>	<p>Roles in politics.</p> <p>The democratic process and positions with government.</p> <p>Decision making and producing legislation.</p>	<p>The role of different monarchs in changing the power dynamic in Britain.</p> <p>Identifying who controls power in Britain and why this changed over time.</p>	<p>How has the relationship between church and state changed over time?</p> <p>How does this change influence modern day Britain?</p> <p>Why is the church not so important in our modern democracy?</p>

#### IMPACT – What do we want students to know at the end of Year 7?

By the end of Year 7 Students will have begun the process of becoming historians. They will have a sound knowledge of the core skills of history and shall have a comprehensive understanding of who the British are and how power, religion and the lives of the British people changed during the periods studied. Students shall also understand the importance of Grimsby and our local area during the periods studied to support them in developing their own identity. Furthermore, a good understanding of historical skills will set the basis of further learning for pupils. By the end of this year pupils will be ready to tackle more stretching tasks that require a more critical mind. Pupils having this basic skillset is vital for further development and further exploration of history as they progress through KS3.

**IMPLEMENTATION - Year 8**

<b>Term</b>	<b>Unit Title</b>	<b>Unit Enquiry Question</b> <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	<b>Intent</b> <i>Purpose of the specific unit.</i>	<b>Core Disciplinary (Skills) Knowledge Gained</b>	<b>Core Substantive (Content) Knowledge Gained</b>	<b>Careers Links</b>	<b>“Need to Know”</b> <i>Core content required to be covered during this unit.</i>	<b>“Neat to Know”</b> <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
<b>Autumn Term 1</b> September - October	<b>Pre-colonial Africa</b>	Was pre-colonial Africa really the ‘Dark Continent’?	Students will work to develop an understanding of what Africa was like prior to western influenced. This looks to provide a broader cultural awareness to students living in a predominantly white British area of Britain. The unit shall be framed by the analysis of Angela Thomsell’s interpretation of pre-colonial Africa. This shall provide a base understanding of Africa during this period and will provide a benchmark of understanding for assessment against change and continuity moving forward.	Interpretation analysis  Change and Continuity  Causation and Consequence	The significance of African civilisations before European intervention.  Religion, culture and customs of African society.	Historian Archaeology Research and archiving information. Infrastructure development.	The culture and customs of African society prior to the colonisation of Africa.  What was Africa like prior to European influence, and should it really have been considered underdeveloped.	How much of modern-day African culture been influenced by Western culture?
	Links between Units: Bode of knowledge for change and continuity, how did Europe exploit Africa and how did European influence change Africa. Evidential source analysis and assessment of interpretations remains key.							
<b>Autumn Term 2</b> November – December	<b>Transatlantic Slavery and the development of the British Empire</b>	Why did slavery flourish and should Britain feel embarrassed for its colonial past? Who should be given the credit for abolishing the slave trade?	This topic aims to build on the pupil’s existing understanding of Africa before colonization. It will look to see the overall impact that British rule had on areas of the British Empire, with an emphasis on how the British Empire grew and the significance of it in Africa.	Evidential source analysis  Interpretation analysis – Yasmin Khan and David Olusoga, perspectives of the British Empire.  Causation and Consequence  Change and continuity	How and why Britain developed an empire.  Why did Britain see the exploitation of other acceptable (Social Darwinism and White man’s burden)?  How did Britain influence the modern world through its empire?	Disciplinary skills leading to careers links. Analysis being used in careers such as lawyers, prioritisation of evidence relating to significance-based tasks. Issues relating to town planning work (controversial street names, debates surrounding controversial figures such as Cecil Rhodes or Slave traders). The removal of statues could be considered as in the case of Cecil Rhodes from UCT.	The slave trade and why it was economically viable. Conditions during the slave trade. Why the Slave trade was abolished. The development of Empire in Africa. How Britain justified the exploitation of its colonies. What was the lasting legacy of the British empire?	Would slavery have been abolished without black influence?  Why were individuals so influential in Africa?  Was Cecil Rhodes really racist given that he helped the lives of many in Africa?
	Links between Units: Students will have sound knowledge of the significance of Empire abroad. This knowledge shall be used as a basis as students move to develop their understanding of how the exploitation of empire helped to develop industrial Britain.							

<b>Spring Term 1</b> January – February	<b>Industrial Revolution</b>	What was the Industrial revolution and how did it bring about social change in Britain?	In this unit students will gain a deep understanding of how Britain developed into an industrial power throughout the 18 <sup>th</sup> Century. Students will explore the ways industry changed Britain socially, politically and economically and will evaluate how society in Britain was different as a result of this revolution.	Change and Continuity  Similarity and Difference  Significance  Evidential source analysis.  Assessing how historians learn history (Historical interpretation).	Industrialisation and why and how Britain industrialised.  Changes during the industrial period, including social change and changes to public health.  The development of reforms in the mid to late 19 <sup>th</sup> century and early 20 <sup>th</sup> century.	Charity work and social policy work when discussing Liberal Reforms.  Manufacturing work when discussing industrial inventions.  The difference between middle class jobs and working-class jobs in the Industrial Revolution.  Government work when discussing Liberal Reform and Great Reform acts  Inventions and Scientific discovery when discussing industrial inventors.	Industrialisation and why Britain industrialised.  Social changes in industrial Britain.  Issues facing ordinary people in Britain.  Reforms that supported the people of Britain.	Development of a class system that still influences modern Britain.  Limitations to the social reforms made during the period.  Debating skills, how significant was the level of change.
Links between Units: Students shall build on an understanding of a changing Britain and social class system in Britain. Pupils shall continue developing intrinsic source and interpretation analysis skills. St								
<b>Spring Term 2</b> February – March	<b>Women's suffrage</b>	How did the role of women in Britain change between 1800 and 1918?	Students will build on their existing knowledge of British society to understand the need and desire for women's rights to be improved. Students shall look to understand government attitudes towards women at the time and develop an understanding of how and why attitudes changed. Students shall gain an understanding of the importance of the democratic process I am region with low democratic turnout. Students shall develop and awareness of how modern Britain developed.	Change and continuity  Evidential source analysis – contemporary literature, Jane Austin Pride and Prejudice.  Interpretation analysis – Katheryn Hughes  Significance	Role of woman I changing society.  Impact of war on the development of modern Britain.  Societal change and the changes to the lives of ordinary people in Britain.	Government and policing.  Lobbying in government.  Careers in politics and focus groups.	The role of women in the 19 <sup>th</sup> century.  The need and desire for rights for women.  Strategies contributing towards votes for women, government attitudes towards this.  The role of individuals – Emily Davison.  How women achieved suffrage.	The role of democracy in civilised society. Why choice matters and why pupils should engage in politics.  Should everyone be allowed to vote?  Can men represent the views, needs and requirements of woman?  Are there gender roles in modern Britain? Why should these be addressed?
Links between units: Students move forward with their understanding of a changing British society. They build on the role of ordinary people in bring about change. Pupils link across curriculum to look at War Poetry to gain an understanding of what war was like, further expanding their comprehensive use of primary source analysis.								
<b>Summer Term 1</b> April – May	<b>Britain and the First World War</b>	How did a regional argument cause the First World War?  Why did the Grimsby Chums want to fight on the Western Front?	Students will look at Britain's place in the world by assessing the war and understanding how the war changed Britain.	Causation and Consequence  Similarity and Difference Significance	Societal change caused by war.  Influence of peace settlements following conflict.	Military careers – leadership. What is the role of a good military leader?	Causes of the First World War  Development of conflict and the tactics used by Britain during the War.	'Lions led by Donkeys' was the war made worse by British leadership?  Was Britain right to become involved in a

			Students shall gain an awareness of the local contributions to war through the assessment of Pals Battalions and the Grimsby Chums.	Interpretation analysis – ‘Lions led by Donkeys’  Evidential source analysis – war poetry and the works of Wilfred Owen.	The significance of local areas during conflict.		Why ordinary people fought for Britain.  Significance of war on Britain, short and long term. Local significance and the impact of war on Grimsby.  End of the war, legacy and potential problems caused by the Treaty of Versailles.	war on mainland Europe?  Was blockading German Ports and the suffering of civilians an ethical decision?
Links between units: Students use prior learning of changing British society from the previous three units to develop comparisons between B								
<b>Summer Term 2</b> June – July	<b>Changing Russian Empires</b>	Why did Russia develop slower than Britain until 1917?	Students will look at a wider world example to drawn comparison between Britain and Russia. Student shall use existing knowledge to develop and comparison of these two changing societies, in the view that pupils will understand why Britain developed at a faster rate than other nation states.	Change and Continuity  Similarity and Difference  Interpretation analysis	Societal change in non-British exemplar. A study of a significant society or issue in world history and its interconnections with other world developments.	Historians and historiography.  Government administration.  Local government.	The changing role of the Tsars in Russia.  Significant events, changes and reforms adopted by the Russian Leadership.  Comparison between industrialisation in Britain and the end of serfdom in Russia.	Why were the Tsars reluctant to change.  Why was the Russian class system so different to that in Britain?  Why did the Tsarist system fail yet the British monarch survived?

#### IMPACT – What do we want students to know at the end of Year 8?

Our Year 8 curriculum builds upon the key concepts established throughout Year 7 and students will continue to explore and analyse these as they approach a new range of enquiry questions. By the end of Year 8 our students will have explored The British Empire, Transatlantic Slave Trade, Industrial Revolution, The Suffrage movement, The First World War and the development of modern Russia. They will have seen how revolutions have brought about change, how ‘ordinary’ people have challenged governments and ideological beliefs have developed as a result of Britain’s relationship with the world.

#### IMPLEMENTATION - Year 9

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
<b>Autumn Term 1</b> September - October	<b>Political Ideologies</b>	Why did extremist ideology develop after the First World War?	Students will gain an understanding as to why different ideologies developed after WWI. This will relate to the plight of the working classes in Russia and societal divide, alongside the	Change and Continuity  Similarity and Difference  Interpretation analysis	Challenges for Britain, Europe and the wider world 1901 to the present day, the inter-war years: the Great Depression and the rise of dictators.	Politics and local government (links drawn across states).  Business and the limitations placed on business in some political ideology.	The rise of communism in Russia, why this took place and the impact that this had on ordinary people.  The rise of Fascism in Western Europe, why this happened in post-	Promoting British values – why liberal democracy works and is effective.  Why does communism not provide a fair society?

			development and calls for strong leadership in Western Europe, leading to the rise in fascism. The rise of such ideologies is particularly important. Students will learn of the damage that such ideologies can cause both socially and politically, and issue important for students to address in an area where right wing political extremism and violence is a societal issue.			The importance of competitive capitalist markets for businesses growth and development.	war Europe and the influence it had on ordinary people.  The role of Fascism in Britain, where its support laid and why it failed.  Dangers of ideology – promotion of British values.	Why does Fascism look to coerce the population?  Why can political ideologies be dangerous in the present day? Links to local area.
	Links between Units: Links drawn around the development of the Fascist ideology. Students will have a good understanding of different political ideologies, Fascism and Communism. They will learn how they compete in Nazi Germany and develop a further understanding of the destruction caused by extremist ideology. Pupils will gain understanding of the situations why extreme ideologies may develop.							
<b>Autumn Term 2</b> November – December	<b>The Rise of the Nazis</b>	Why was Hitler able to come to power in a modern German state?	Students will develop and understanding of how the Nazis were able to gain power in Germany. This shall involve the study of why the Nazis became popular in Germany and the societal circumstances for the rise of extremism. Pupils will gain an understanding of the cruelty of a Fascist regime.	Change and Continuity  Evidential source analysis  Significance  Interpretation analysis	The Great Depression and the rise of dictators. at least one study of a significant society or issue in world history and its interconnections with other world developments.	Historiography – writing histories and how historians learn history.  Democratic process, voting systems and the implementation and administration of democracy.	Weimar republic, the rise and collapse of democracy in Germany.  Political unrest in Weimar Germany.  Economic problems faced by Weimar and solutions of Stresemann.  Great Depression and the weakening of Republic.  The rise of extremist groups in Nazi Germany.  How Hitler became chancellor.  The consolidation of power, Chancellor to Fuhrer.	Why was democracy able to collapse in Germany?  Why did circumstances in 1930s Germany lend themselves to the rise of extremist ideology?
	Links between Units: Students will use existing knowledge of the Nazi state and Fascism to develop and understanding of what life was like under such regimes. Students will build on this, using interpretation analysis to develop and understanding of whether the German public consented to Nazi rule or were coerced into following the Nazis.							
<b>Spring Term 1 &amp; 2</b> January - March	<b>Life in Nazi Germany</b>	Were people in Germany victims of Coercion or did they Consent to Nazi rule?	Students will build on skills of historical interpretation analysis. They will assess the views of different historians to gain an understanding of whether the Nazis	Evidential source analysis  Interpretation analysis  Causation and Consequence	Challenges for Britain, Europe and the wider world 1901 to the present day, the inter-war years: the Great Depression and the rise of dictators, the Second World War.	Democratic process, voting systems and the implementation and administration of democracy.  Trade Unionism, the rights of workers and	Rise of the Nazis, Nazi control relating to the coercion of the population and reference to consent of some German people.	Why did some people consent to the Nazis?  British values and the importance of right to fair trial.

			coerced the German population or whether fascism offered a valid ideology in Germany. Students will build on their knowledge of, life in Germany to gain a broader understanding of life under fascism.			the role of Trade Unions.  Development of infrastructure and life in the workplace.	Change in the life of ordinary people, young people, workers, women.  Relationship between state and church in Nazi Germany.  Role of opposition to the Nazi Party.	Protection of Human rights under the ECHR in the UK and the HRA 1998 – how does this contrast to Nazi Germany?
	Links between Units: Pupils will take their awareness of the terror system used by the Nazis and apply it to the increasing persecution of the Jewish population. Pupils will understand the methods of the Nazis and so be able to use this for more in-depth interpretation of the Holocaust.							
<b>Summer Term 1</b> April – May	<b>The Holocaust</b>	How does Historical evidence help us to understand the Holocaust?	Students shall continue to understand the risks of extremist views. Pupils will apply historical skills to the Holocaust and gain understanding of what the holocaust was, why it took place through the use of historical interpretation and evidential source analysis.	Interpretation analysis  Evidential source analysis	Challenges for Britain, Europe and the wider world 1901 to the present day, The Holocaust.		The Holocaust and how the Nazis persecuted Jews before the Final Solution.  The ghettoization of the Jewish people.  The Final Solution and the role of camps.  Lasting legacy of the Holocaust.	Memorialisation of history.  How did the Nazis persecute other groups, not just Jewish people?
	Links between topics: Links drawn through the backdrop of WW2. Students shall continue the development of skills used in previous units. Students shall be required to use fingertip knowledge in relation to the British Empire to understand change and continuity in relation to the periods studied.							
<b>Summer Term 2</b> June – July	<b>20<sup>th</sup> Century Britain</b>	How has Britain changed since the Second World War?  How has the last 50 years of government policy changed Grimsby?	Students shall gain an understanding of how the end of World War Two caused a shift in Britain's place in the world. Student shall gain an awareness of how British society changed in the late 20 <sup>th</sup> century and develop an awareness of how modern Britain developed.	Interpretation analysis Andrew Marr – The role and impact of the Beveridge report – did it give an accurate depiction of post war Britain?  Change and Continuity  Evidential source analysis  Significance	Social, cultural and technological change in post-war British society, Britain's place in the world since 1945, A local history study	Journalism – the role of modern historians.  NHS, the building of institutions in the UK.  1980s Britain and changes to the rights of workers, including changes to trade union power.  Brexit and changing attitudes in 21 <sup>st</sup> century Britain.	Post – War Britain and the challenges facing Britain.  Changing Britain, Britain findings its new place in the world.  The commonwealth and the growth of diversity in Britain.	How did changes in Westminster impact the lives of ordinary Grimsbians?  Why is political turnout in Grimsby so low? How can this be changed? Why is it important to change this?
	Links between units: Students use their awareness of political processes and the condition of modern Britain to assess whether we are at the end of History. Given pupils awareness of the rise and collapse of fascism, and to a large degree, socialism, pupils are tasked with assessing if Liberal Democracy is the final form of governments and gives rise to ideological hegemon.							
<b>Summer Term 2</b> June - July	<b>The End of History</b>	How credible is the Francis Fukuyama 'End of History and the Last Man' theory?	Given pupils awareness of the rise and collapse of fascism, and to a large degree, socialism, pupils are tasked with assessing if Liberal Democracy is the final	Interpretation analysis Francis Fukuyama 'End of History and the Last Man'  Change and Continuity  Significance	Social, cultural and technological change in post-war British society, Britain's place in the world since 1945, A local history study. Challenges for Britain, Europe and the wider	Liberal democracy and the democratic process.	Francis Fukuyama and End of History Concept  East vs Western Theory of History  9/11 as turning point in relations	End of History as a theory of Change  Globalisation of Commerce across History

			form of governments and gives rise to ideological hegemon. Students shall use previously acquired skills to assess the credibility of a challenging and engaging historical theory on whether we are at the 'End of History'.		world 1901 to the present day		Ukrainian conflict and reasons for  Counter Evidence and Globalisation	Democratic process and governments.
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#### IMPACT – What do we want students to know at the end of Year 9?

Year 9 is designed to continue students' progression in their study of History and prepare them for the next key stages in their education. Driving Year 9 are questions on the rise of extremism and what happens if this remains unchecked through a study of Nazi Germany, building to Holocaust survivor talks for the students at the end of Year 9. Students leaving us in Year 9 will have left with a chronological understanding from pre-

1066 Britain through to the 21<sup>st</sup> century, those choosing to continue History into key stage 4 will have a strong foundation in historical knowledge and skills which they can apply to GCSE without having to repeat content. They will end the Year addressing the credibility of a challenging and engaging historical theory on whether we are at the 'End of History'. Pupils will have linked skills used throughout KS3 to support them in gaining a comprehensive understanding of British history and the development of the modern world.

#### LINKS – How does our curriculum link between the year groups?

Key Theme	Year 7	Year 8	Year 9	Years 10 & 11 (GCSE)
<b>Belief Systems:</b> Both religious and ideological beliefs, how these drives change, conflict and underpin history from ancient times to the present.	Students will learn about Christianity in medieval and Tudor England. Students will address the changes made to these beliefs systems and assess how such changes impacted the development of Britain.	Indigenous religions and cultures, e.g., Ashanti. The changes made by the introduction of Christianity around the world. The importance of beliefs, Christianity, Social Darwinism in driving colonisation.	Political ideologies, fascism and communism. The impact these have on ordinary people. The changing role of church and state in Britain and abroad and the rise of Liberal Democracy as the prevailing ideological movement.	Students will learn about Christianity in medieval England. Indigenous religions and cultures, e.g., Ashanti. The changes made by the introduction of Christianity around the world. The importance of beliefs, Christianity, Social Darwinism in driving colonisation.  Political ideologies, fascism and communism. The impact these have on ordinary people. The changing role of church and state in Britain and abroad and the rise of Liberal Democracy as the prevailing ideological movement.
<b>Monarchy and Power:</b> How the role of those in power has changed, the causation and consequence of decisions made by rulers and ruled.	Exploration of Monarchy and power through the power held by the monarchs and how these impacts other factors in Britain.	Emerging power and hegemon of Britain moving during the imperial age. The legacy of this power on modern Britain and Grimsby.	Power of the state over the people. The impacts of abuses of power and the need for democratic checks and scrutiny of executives in liberal democracy.	Power of the state over the people. The impacts of abuses of power and the need for democratic checks and scrutiny of executives in liberal democracy. Monarchy and power through the power held by the monarchs and how these impacts other factors in Britain.
<b>Conflict and Change:</b> How revolution, war and social conflict has	Understanding the changes to British society, focus of the Norman Conquest on and the changes this brought to Britain.	Conflict and exploitation of indigenous groups. Resultant change and impact of conflict on	Ideological conflict, leading to change in Germany. The consequences of conflicting and peace making and the consequences of state led action.	



driven change in both Britain and the wider world. How Similarity and difference between conflicts has brought about social reform.		Britain. Political conflict resulting in change and development of democratic freedoms in Britain.	The result of conflict on modern Britain, how this influenced modern Britain and Grimsby.	
<b>Local Significance:</b> In depth knowledge of the history of Grimsby, Lincolnshire and Northern England. Giving students an awareness of the significance of where they live.	How Grimsby was founded and the development of the settlement under the Vikings.	Industrialisation in our local area, the role of Edward Watkin (Trans Pennine railway). Factories and local architecture (Victoria Flour Mills).	The rise of extremism in our local area including far right extremism in Grimsby. The decline of local industry in Post-War Britain. Strike action and role of industrial action in mining areas including Scunthorpe and parts of Yorkshire.	
<b>Ordinary Lives:</b> Social history with a focus on the individual level of human lives. An understanding of how events and change impact societies throughout history.	The changes to the lives of ordinary people under the Normans. An exploration of the impact of the mid Tudor crisis and lives of ordinary people, particularly in relation to religious freedoms and practice.	<p>The impact of Empire on the lives of indigenous people, including the exploitation of indigenous races through slavery and colonisation.</p> <p>The changing lives of the British, the British poor and the new role of the middle and upper classes in industrial Britain.</p> <p>Suffrage and the rise of political freedoms in Britain.</p>	<p>The changing roles of people under different ideologies, including communism and fascism. The persecution of people under the Nazis, including the extraordinary stories of ordinary Jewish people in the holocaust.</p> <p>Changing Britain, new jobs and new opportunities. The removal of industry and decline of manufacturing Britain, the impact this has on ordinary British people.</p>	
<b>Empire, Colonisation and Migration:</b> The role of Britain's colonial history, the contribution of Britain to world history. Migration's significance in driving the expansion of ideas, beliefs and peoples.	Viking migration, an introduction of migration and colonisation through viking settlement, changing races in Britain, Celtic, Roman and Saxon backgrounds. The change of Britain under Norman control and links to Angevin England.	<p>The persecution and exploitation of indigenous people under British rule. The Slave trade and development of Empire relating to the economic benefit of Britain. Decline of Empire and legacy of the British Empire.</p> <p>Comparisons of Empire, Russian Empire and the differences and similarities of Russia and Britain.</p>	<p>Ideological subjugation under communism and fascism.</p> <p>Imperial hegemon and the subsequent ideological hegemon based around western liberal democratic values.</p>	

**ONE PAGE SUMMARIES – How will each unit look like?**

Each unit will have a one-page summary which will be used to focus planning of the unit, planning of individual lessons and the delivery of these lessons. These summaries will be used by all members of the department to understand the required content and think rigorously about their planning and practice.

Lots of this can be taken from earlier on in the document but some will need to be created from scratch or taken from own SoW documents.

YEAR:  TIME:	UNIT TITLE:	ENQUIRY QUESTION:
	AIMS OF THIS UNIT (SUBSTANTIVE KNOWLEDGE):	

LINKS			
HOW DOES THIS LINK TO OUR LAST UNIT?		HOW DOES THIS LINK TO THE NEXT UNIT?	

TITLE OF LESSON										
LESSON AIM(S)										
KEY FEATURES OF LESSON										
ASSESSMENT OPPORTUNITIES										

KEY SKILLS (DISCIPLINARY KNOWLEDGE)	CAREERS OPPORTUNITIES	TIER 2 & 3 VOCABULARY	STRETCH AND CHALLENGE OPPORTUNITIES	QUESTIONS TO CONSIDER WHEN PLANNING AND DELIVERING EACH LESSON
				<ul style="list-style-type: none"> <li>INTENT: <ul style="list-style-type: none"> <li>What is the intention of this lesson?</li> <li>How does this lesson build on from the previous lesson?</li> <li>How does this lesson link to the forthcoming lesson?</li> <li>How does this lesson link to forthcoming topics in this Key Stage and the forthcoming Key Stages?</li> <li>Why is this being taught now?</li> <li>Why is this being taught in the way it is?</li> </ul> </li> <li>IMPLEMENTATION: <ul style="list-style-type: none"> <li>Is tier 3 vocabulary being effectively taught in this lesson?</li> <li>How can I effectively assess students within this lesson?</li> <li>Are students recalling prior knowledge effectively?</li> <li>Is the right level of support being given for all students?</li> <li>Are students being pushed enough in this lesson?</li> <li>Are misconceptions prompted, prevented and/or addressed effectively?</li> </ul> </li> <li>IMPACT: <ul style="list-style-type: none"> <li>How will I know students have achieved the aims of the lesson?</li> <li>Do students have the opportunity to develop their personal knowledge?</li> <li>What skills will students develop during this lesson?</li> </ul> </li> </ul>