

## History Autumn Half Term 2

<b>Year 7</b> <b>What?</b> <b>When?</b> <b>Why?</b>	<b>Lesson one</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson two</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson Three</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>
Week One And Two	To understand the events of the Battle of Hastings.	Complete an essay explaining why William won the Battle of Hastings.	To understand what William's problems were after the Battle of Hastings.
Week Three and Four	PAZ lesson	PAZ Feedback	To understand how William controlled England.
Week Five and Six	To understand why William the Conqueror built castles.	To understand why William the Conqueror built castles.	To analyse the Norman impact on Britain
<b>Year 8</b> <b>What?</b> <b>When?</b> <b>Why?</b>	<b>Lesson one</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson two</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson Three</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>
Week One And Two	To be able to explain the causes and consequences of Cholera.	To understand what some of the key inventions were of the 1800's.	To understand what some of the key inventions were of the 1800's.
Week Three and Four	PAZ lesson	PAZ Feedback	To investigate why crime and punishment changed in the Industrial Revolution
Week Five and Six	To investigate the effectiveness of the police in the 1800's	To Understand how and why the balance of power changed in industrial England (1750 – 1900).	To Understand how and why the balance of power changed in industrial England (1750 – 1900).
<b>Year 9</b> <b>What?</b> <b>When?</b> <b>Why?</b>	<b>Lesson one</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson two</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson Three</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>
Week One And Two	To understand what happened in WW1	To understand what happened in WW1	To understand how different types of governments operate in the 20th Century

Week Three and Four	PAZ lesson	PAZ Feedback	To analyse whether appeasement was the right option
Week Five and Six	To analyse what the Battle of Britain was and why it was unique.	To investigate evacuation in WW2	To investigate Japan's attack on the USA in 1941

### History Spring Half Term 3

<b>Year 7 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	Explain what happened when Thomas Becket was murdered.	To identify how healthy towns were in the Middle Ages.	To explain what the Magna Carta was and why it is an important document
Week Three and Four	To explain what the Black Death was	To analyse the impact of the Black Death	Identify and explain the causes of the Peasants' Revolt
Week Five and Six	To analyse the consequences of the Peasants' Revolt.	To identify and explain the key changes in people's lives between 1066 and 1450	To understand the ways in which life in the 1500s was different to today.
<b>Year 8 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To analyse who held power in Industrial Britain	To understand how democratic Industrial Britain was	To understand how people could protest in Industrial Britain
Week Three and Four	To analyse how Britain changed between 1750-1900	To know what life was like for women in the 1800's	To understand the difference between the Suffragettes and the Suffragists.
Week Five and Six	To study and evaluate the evidence from the 1913 Derby tragedy.	To understand the government's reaction to the Suffragettes	To understand how WW1 changed women's voting rights
<b>Year 9 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To judge whether the use of the Atomic Bomb was justified.	To analyse Jewish life in Europe before 1933	To understand how persecution against the Jews progressed
Week Three and Four	To analyse what Jewish life was like in occupied Europe	To understand the stages of the Holocaust	To understand the stages of the Holocaust

Week Five and Six	To understand how people resisted during the Holocaust	To consider who was responsible for the Holocaust	To consider the aftermath of the Holocaust
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## History Spring Half Term 4

<b>Year 7 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To investigate the Princes in the Tower mystery	To understand what Henry VII's problems were	To investigate Henry VIII's big problem
Week Three and Four	PAZ lesson	PAZ Feedback	To understand what the Reformation was
Week Five and Six	To investigate what Henry VIII did to the church	To understand the role of monasteries in Tudor England	To investigate how Edward VI changed the church
<b>Year 8 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To know what the British Empire was and where it controlled.	To be able to explain how the creation of an empire can be viewed positively and negatively.	To understand what slavery is and how it developed.
Week Three and Four	PAZ lesson	PAZ Feedback	To analyse England's role in the slave trade
Week Five and Six	To understand the three points of the "Triangular Trade"	To understand the three points of the "Triangular Trade"	To explain how slaves were prepared and sold in America
<b>Year 9 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To consider how we should remember the Holocaust	To understand who Martin Luther King Jr was	To analyse how people protested in the Civil Rights Movement

Week Three and Four	PAZ lesson	PAZ Feedback	To understand what happened at Little Rock, Arkansas, in September 1957
Week Five and Six	To understand who Malcolm X was and his role in the Civil Rights Movement.	To understand who Rosa Parks was and her impact on the Civil Rights Movement	To analyse the success of the Civil Rights Movement and the lasting effects

## History Summer Half Term 5

<b>Year 7 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To use sources to investigate Mary I	To investigate Elizabeth I's problems	To understand how Elizabeth changed religion
Week Three and Four	To be able to analyse how Elizabeth I used portraits to her advantage.	To understand the importance of the Spanish Armada	To investigate the different interpretations of the Tudors
Week Five and Six	To understand how the Tudors changed Britain overall	To investigate the Gunpowder plot	To understand the causes of the Civil War
<b>Year 8 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To understand what life on the plantations was like.	To understand what life on the plantations was like.	To write an diary in a slave's point of view
Week Three and Four	To understand how slavery was abolished	To understand why America ended slavery	To understand what Apartheid was.
Week Five and Six	To analyse role models in the 1800-1900s	To understand who Martin Luther King Jnr was	To analyse how people protested in the Civil Rights Movement
<b>Year 9 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To understand the role models in the Civil Rights Movement	To investigate how England changed in the Industrial Revolution	To understand why Titus Salt built Saltaire
Week Three and Four	To understand why Titus Salt built Saltaire	To understand how Salt made Saltaire better for workers	To investigate how Saltaire's success changed over time

Week Five and Six	To investigate how different Saltaire was to other towns.	To understand how Saltaire changed over time	To understand how Saltaire changed over time
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## History Summer Half Term 6

<b>Year 7 What? When? Why?</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	<b>To explain the significance of Oliver Cromwell's army in the English Civil War.</b>	To understand Bradford's role in the Civil War	To explore and explain why Charles I was put on trial and whether the King received a fair trial.
Week Three and Four	PAZ lesson	PAZ Feedback	To explore and explain how England was ruled as a Republic.
Week Five and Six	To investigate the interpretations of the republic	To understand why the monarchy was restored	To understand how England changed from 1500-1660
<b>What? When? Why? Year 8</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To understand what happened at Little Rock, Arkansas, in September 1957	To understand who Malcolm X was and his role in the Civil Rights Movement.	To understand who Rosa Parks was and her impact on the Civil Rights Movement
Week Three and Four	PAZ lesson	PAZ Feedback	To analyse the success of the Civil Rights Movement and the lasting effects
Week Five and Six	To understand the role models in the Civil Rights Movement	To reflect on the History topics of Year 8	To reflect on the History topics of Year 8
<b>What? When? Why? Year 9</b>	<b>Lesson one Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (what can a student do at the end of the lesson)</b>
Week One And Two	To understand the major turning point in Saltaire's history	To understand the major turning point in Saltaire's history	To understand Saltaire's importance in our history

Week Three and Four	PAZ lesson	PAZ Feedback	To investigate how Saltaire has changed over time
Week Five and Six	To understand the different ways Saltaire can be represented	To reflect on the History topics of Year 9	To reflect on the History topics of Year 9