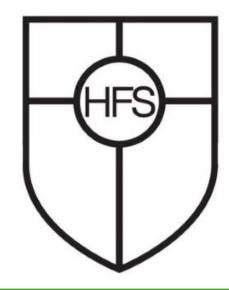
Learning Journey

for

Arts, Humanities and RE

History



Year 7

- Which group had the biggest impact on the making of England: The Romans, **Saxons, Vikings or Normans?**
- Why did William win in 1066, and how far did it really change England?
- **Key Events: Why was the Magna Carta** significant?
- Key Events: Why was the Black Death so significant?
- **Key Events: How far did the Crusades** change Europe?
- What can different societies (England, Al-Andalus, Japan, Benin) teach us about power and everyday life in the Middle Ages and how do they compare?
- Why was Charles I executed and was it justified? What does this show us about monarchical power in Europe?

Autumn

The Early Medieval Period

- The Romans
- The Saxons
- The Vikings
- Britain Pre 1066

The High Middle Ages

- Claimants to the throne 1066
- Stamford Bridge
- The Battle of Hastings
- **Norman Castles**
- Interpretations of the Norman invasion
- King John and the Magna Carta 1215

The Low Middle Ages

- The Black Death
- The Peasants Revolt
- The Crusades: Christian and Islamic viewpoints

Spring

- Medieval Power and **Control and Living** Conditions
 - Medieval England
 - Al-Andalus
 - Feudal Japan
 - The Kingdom of **Benin**
- Interpretations on Medieval Life
- The Ottoman Empire

The Early Modern Period

The Qing Dynasty

Summer

- The Tudors: Henry VIII, Mary I, Elizabeth I
- The Black Tudors
- James I
- The Gunpowder Plot
- Interpretations on the Stuarts
- Charles I
- The Civil War
- The role of women and ordinary people in the Civil War
- Interpretations on the execution of Charles I

Year 8

- Why did new ideas in the Enlightenment matter so much? How far did they change politics in Europe?
- Did the French Revolution deliver liberty, equality, and fraternity?
- Who benefited most from the transatlantic slave trade and what ended slavery; rebellion, morality, or economics?
- How "great" was the British Empire? Was it built on trade, war or exploitation? What can it teach us about power and identity today?
- **Did the Industrial Revolution improve** lives for everyone? Was life in Saltaire any better?
- Why did the female suffrage movement face such severe opposition?
- Why was WW1 called 'the war to end all
- How did dissatisfaction among the people lead the Russian Revolution and did Communism improve their lives?

Autumn

Classics: The Romans **Classics:** The Greeks

The Early Modern Period

- The Enlightenment
- Louis XVI and the French Revolution
- Interpretations on the French Revolution

The Industrial Period

- The Slave Trade and the Middle Passage
- The role of Europeans in the Slave Trade
- Slave Revolutions
- The ending of Slavery in the British Empire
- Abolition in America
- Jim Crow Laws

Spring

- **Empire: Britain and** America
- **Empire: Britain and** Africa, Australia
- Empire: Britain and India
- **Empire: Indian** independence
- India and Pakistan after 1947
- Britain's Empire after 1947
- The British Empire and the Middle East
- Disraeli and Gladstone
- Interpretations on the **British Empire**
- The Industrial Revolution
- Working and Living conditions
- Reformers
- Titus Salt and Saltaire

Summer **The Modern Period**

- The Suffragists
- The Suffragettes
- The Government response to the Suffrage movement
- The causes of WW1
- Life on the Western Front
- The role of women in WW1
- Interpretations on WW1 The significance of WW1
- British rule in Ireland
- The Russian Revolution
- Communist rule in Russia
- Hitler's rise to power
- Nazi domestic policy

Year 9	Autumn	Spring	Summer
Why did WW2 break out in 1939? What was life really like for ordinary people in WW2? What was the most significant consequence of WW2?	• The causes of WW2	GCSE Content: AD America, 1920– 1973: Opportunity and inequality The 'Boom' Social and cultural developments Divided society	 Post-war American society and economy Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s
 How and why did Mao transform China – was it for better or worse? 	 Mao Zedong and the CCP Contemporary History Problems of the Soviet Union 	 American society during the Depression The effectiveness of the New 	America and the 'Great Society'Roe v Wade (1973)
 Who or what was most responsible for the collapse of the Soviet Union? 	 in the 1980s Gorbachev's Glasnost and Perestroika Former Soviet Countries after 	Deal on different groups in society The impact of the Second World War	
 Was Thatcher's Britain a success or a failure? 	the fall of the USSR: Slovakia. Romania and Poland Interpretations on the fall of		
 How did 9/11 change the world? 	 the Soviet Union Thatcher's Britain Blair's New Labour 		
 Why must we still study the Holocaust today? 	Tension in the GulfThe impact of 9/11		
 What can the history of LGBTO communities teach us about change and continuity? 	 The Iraq War 2003 The impact of the Iraq War Holocaust study 		

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Autumn GSCE History: Conflict and tension: the inter-war years, 1918–1939

throughout History in Britain

- The armistice
- The Versailles Settlement

LGBTQ+ Persecution

- Impact of the treaty and wider settlement
- The League of Nations
- Diplomacy outside the League
- The collapse of the League

Spring

- The development of tension
- Escalation of tension

Summer

The outbreak of war

GCSE History: Power and the people: c1170 to the present day

- Constraints on kingship
- The origins of parliament
- Medieval revolt and royal authority
- Popular uprisings against the Crown
- Divine Right and parliamentary authority
- Royal authority and the right to representation

Year 11

Autumn GSCE History: Conflict and tension:

- The development of tension
- Escalation of tension

the inter-war years, 1918-1939

GCSE History: Power and the people: c1170 to the present day

- Constraints on kingship
- The origins of parliament
- Medieval revolt and royal authority
- Popular uprisings against the Crown
- Divine Right and parliamentary authority
- The extension of the franchise
- Protest and change
- Workers movements

Spring Women's rights

- Workers' rights
- Minority rights

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GCSE History: Norman England, c1066-c1100

- Causes of Norman Conquest
- Military aspects
- Establishing and maintaining control
- Feudalism and government
- Economic and social changes
- The Church
- Monasticism
- The historic environment of Norman England

Summer

CONCEPTS

Continuity and Change – Students will be able to explain how and why aspects of life, society, or power have changed over time, while also recognising factors that have remained the same.

Cause and Consequence – Students will be able to explain the different causes behind key events, and analyse the short- and long-term consequences that followed.

Similarity and Difference – Students will be able to compare aspects of daily life, power and government between different times and cultures.

Significance – Students will be able to evaluate why certain people, events, or developments were important, and how their importance might differ depending on Historical perspective.

Chronological Understanding – Students will develop a secure sense of chronology, sequencing events and placing them in context to understand how different periods connect.

Interpretations – Students will be able to analyse how and why the past has been interpreted in different ways by different people and use evidence to form and justify their own judgements.