

# History @ Wellfield Middle School : Long Term Plan



## Golden Threads:

Power (monarchy, government and empire); Invasion, settlement and migration; Gender equality; Crime and punishment; Achievements and advancements

Year 5				
Transition:	Autumn 2	Spring 1	Spring 2	Summer 2
<b>What is a historian?</b>	<b>Topic:</b> A Golden Age? The Victorian Era, 1837-1901 (A Local Study)	<b>Topic:</b> Invaders and Settlers: The Anglo-Saxons	<b>Topic:</b> Invaders and Settlers: Not So Vicious Vikings?	<b>Topic:</b> Ancient China: The Shang Dynasty
<b>What does a historian look like?</b>	<b>Overview:</b> An opportunity to explore the Victorian Age, its chronology, key events and life for people living during the time.	<b>Overview:</b> A study into the post-Roman era, 410CE to 866CE. This unit is an opportunity to explore the lives of Anglo-Saxons and why they settled in the UK.	<b>Overview:</b> A study of the Viking and Anglo-Saxon struggle for the Kingdom of England (up to the year 1066). Students evaluate whether the Vikings deserve their reputation.	<b>Overview:</b> This is an opportunity to study the achievements of another of the earliest civilisations. Students will discover what life was like in the Ancient Shang and the dynasty's accomplishments.
<b>Why is it so important to learn about the past?</b>	<b>Knowledge Organiser:</b> <b>Purpose of unit &amp; links:</b> Pupils will study the changing power of monarchs, using Queen Victoria as an example. Students will investigate what life was like in Victorian times, comparing the lives of the wealthy with the working-class and the lives of men with women. Students will have an opportunity to explore the local area, studying the Hartley Pit Disaster and Ouseburn factory conditions, as well as the global reach and impact of the British Empire. This period will be revisited in year 8 in a wider context where pupils will investigate the British Empire and the Industrial Revolution in depth. They will have gained background knowledge. Students will use sources throughout the unit, beginning by asking questions and making inferences about a source. <b>Leading to:</b> Empire and The Industrial Revolution, Y8	<b>Purpose of unit &amp; links:</b> This unit, a focus on Anglo-Saxon settlers, builds upon knowledge and chronology from Y3, where students studied the Roman Empire. Students will learn about the impact that the Anglo-Saxons had on the United Kingdom, particularly the local area and the Geordie dialect. Students should understand that immigration into the UK is nothing new and that for centuries, people have chosen to settle for a range of reasons, shaping modern day Britain. Students will continue the narrative in Spring 2, with a study of the Vikings. Later, in Y7, the story will be continued with a study of the Norman Conquests and the end of the Anglo-Saxon era. Students will continue to make inferences about sources. <b>Building on:</b> Roman Empire, Y3 <b>Leading to:</b> The Vikings, Y5	<b>Purpose of unit &amp; links:</b> Pupils have previously learned about Anglo-Saxon settlers. The intent of this follow on topic is to find out about their struggle against Viking raids and invasions in order to gain control of England. Students will use primary and secondary sources throughout the unit, beginning to consider whether historical sources can be biased. Through studying Anglo-Saxon accounts of the Viking raids at Lindisfarne, students consider how bias may have shaped interpretations of the Vikings, answering the question 'are the history books fair?' This critical thinking underpins source work, particularly in Key Stage Three. This unit will be reflected on and used as a comparison in Y6's study of the Mayan civilisation, which existed at the same time as the Viking age. <b>Building on:</b> Roman Empire, Y3 <b>Leading to:</b> The Norman Conquest, Y7	<b>Purpose of unit &amp; links:</b> This Chinese history unit provides an opportunity for children to broaden their knowledge of world history and compare Ancient Civilisations with one another. Student's only prior knowledge of ancient civilisations may come from first school studies of the Romans and Egyptians. This unit will allow students to address historical questions about cause, change, similarity, difference and significance. The earliest record of same-sex relationships come from the Shang - <a href="#">LGBTQ</a> link. <b>Linked to:</b> study of Islamic caliphate, Y6; Mayan Empire, Y6; British Empire, Y8. Comparison of power and empires
	<b>Subject knowledge:</b>	<b>Subject knowledge:</b>	<b>Subject knowledge:</b>	<b>Subject knowledge:</b>

<p>Evaluate Queen Victoria's coronation. How did life differ for the rich and poor during these times; what about today? Were workhouses as bad as they tell us (Tynemouth)? What were working conditions like (Ouseburn Lead Works)? How did life differ for men and women at this time? What was the impact of Britain on the world? Victorian crime and punishment (Durham link) Many new inventions were created during the Victorian Age, including the locally manufactured Stephenson's Rocket</p> <p><b>Key Vocabulary and Dates:</b>  1837 - Queen Victoria ascends the throne  1862 - Hartley Pit Disaster  1901 - End of the Victorian Age  Workhouse  Sanitation  Wealth  Colliery  Reign</p>	<p>Where did the Anglo-Saxons come from? What caused the Anglo-Saxons to leave behind their homes and why did they choose to settle in Britain? How did Anglo-Saxon society work (a study of kingdoms and hierarchy)? What is the significance of Sutton Hoo? Conversion to Christianity What impact did the Anglo-Saxons have on Britain (language, religion, place names)?</p> <p>Text studied in English: Beowulf</p> <p><b>Key Vocabulary and Dates:</b>  410-520CE - Anglo Saxons arrive in Britain  Invade  Settle  Kingdom  Paganism  Thralls  Churls  Thanes  Artefact</p>	<p>Who were the Vikings; where did they come from; why did they come to the North East and wider UK? Explain where and why some Viking raids or attacks took place. Local area case study - Lindisfarne. How have the Vikings influenced us today? Saint Bede, Saint Aiden, Alcuin of York (LGBTQ link) - how do we know about the Vikings? How did life differ for men and women in the Viking era? How did this compare to the Victorian era? Danelaw Why do the Vikings have such a fearsome reputation? Is this deserved?</p> <p><b>Key Vocabulary and Dates:</b>  793CE-520CE - Vikings raid Lindisfarne  1066 - Battle of Hastings  Danelaw  Monastery  Illuminated manuscript  Longboat</p>	<p>What can we learn about the Shang Dynasty from Fu Hao's tomb? How did the Shang Dynasty begin? What was life like for people in the Shang Dynasty? What was the class structure in the Shang Dynasty; was it fair? Who were key historical figures of the time - Good King Tang, Lady Fu Hao, King Di Xin? How were Shang people's beliefs similar and different to other people at the time? (Oracle bones) How did the Shang Dynasty end? What were the accomplishments of the Shang Dynasty?</p> <p><b>Key Dates and Vocabulary:</b>  1600BCE - 1046BCE - Shang Dynasty thrives in China until conquerors overthrow the king  Dynasty  Emperor  Social hierarchy - class  Ancestor  Oracle bones  Fu Hao  Good King Tang  King Di Xin</p>
<p><b>Coherence:</b> Chronology and the impact of events on people at the time.  <b>Communication:</b> Writing, speaking and using iPad. Victorian written sources used across lessons. Annotations.  <b>Creativity:</b> Children will think creatively with sources to form their own opinions. In Art, William Morris and his impact on the Victorian world will be studied.  <b>Compassion:</b> Life in the workhouse and understanding the difference between the rich and the poor.  <b>Community:</b> Local links - The Hartley Pit Disaster, Tynemouth Workhouse register, Ouseburn Lead Works</p> <p>A Diverse Curriculum: Important figures from a range of backgrounds - e.g. Mary Seacole</p>	<p><b>Coherence:</b> Chronology. Changes caused by events. How they are linked to the past and how they can influence the future.  <b>Communication:</b> Oracy - dialect study  <b>Creativity:</b> Children to think creatively to 'solve' the mystery of Sutton Hoo.  <b>Compassion:</b> What happened to the original inhabitants and how did life change? Migration to the UK.  <b>Community:</b> British diversity as a result of invasion.  Local links - What is the impact of the Anglo-Saxons on our local area today - the Geordie dialect.</p> <p>A Diverse Curriculum: Concept of immigration shaping modern Britain</p>	<p><b>Coherence:</b> Chronology. Changes caused by events. How they are linked to the past and how they can influence the future.  <b>Communication:</b> Writing, speaking and using iPad.  <b>Creativity:</b> Students will end a sequence of lessons on bias by producing their own creative illuminated account of the Lindsfarne raids.  <b>Compassion:</b> What happened to the original inhabitants and how did life change?  <b>Community:</b> British diversity as a result of invasion  Local links - Lindisfarne.</p> <p>A Diverse Curriculum: Alcuin of York - LGBTQ+; concept of immigration shaping modern Britain</p>	<p><b>Coherence:</b> Comparison of Shang Dynasty with other ancient civilisations studied.  <b>Communication:</b> The invention of writing came with this time period. Students have the opportunity to communicate in writing, speaking and using their iPads.  <b>Creativity:</b> Students think creatively to create inferences - what can we learn from the tomb of Fu Hao? Weaving  <b>Compassion:</b> Understanding of a different way of life and beliefs  <b>Community:</b> Compare Shang life with the lives of other civilisations.</p> <p>A Diverse Curriculum: A non-European study. Important figures of different racial backgrounds - e.g. Good King Tang.</p>

**Disciplinary literacy skills:**

Focus of disciplinary literacy is to teach students how to read and interpret historical texts, write and explain historical concepts and think about issues and events from a historian's perspective.

Source work:

Pupils routinely use primary and secondary sources in history; therefore it is important to learn to analyse these sources and identify inferences. Students should be encouraged to think critically and analyse sources for credibility and bias. This should be modelled and scaffolded to ensure access for all. A 'writing like a historian' checklist to be accessed in books.

In Y5, emphasis will be on the following:

- Making sure names of people, places and eras are spelt correctly, with correct punctuation.
- Ensuring facts and dates are accurate.
- Children will also be expected to know and use key vocabulary within their writing.
- Children should be encouraged to link ideas with conjunctions (to compare, suggest cause and effect; word banks may be provided).

# Year 6

Autumn 2	Spring 2	Summer 1
<p><b>Topic:</b></p> <p>World War Two, 1939-1945</p>	<p><b>Topic:</b></p> <p>Crime and Punishment (a post-1066 thematic study)</p>	<p><b>Topic:</b></p> <p>Ancient Islamic Civilisation and The Silk Road</p>
<p><b>Overview:</b></p> <p>This unit provides an overview of the war, beginning to end, and key events. There is a focus on children, specifically German children and the impact of war on them.</p>	<p><b>Overview:</b></p> <p>In this unit, students will investigate how crime and punishment has changed throughout British history. This unit will provide an opportunity to study a theme post-1066.</p>	<p><b>Overview:</b></p> <p>This topic focuses on the achievements of early civilizations, focussing on the technologies and ideas that arose from the Islamic Caliphate, Baghdad and the Silk Road.</p>
<p><b>Purpose of unit &amp; links:</b></p> <p>Having studied World War II and the Home Front in first school, this unit will build on and deepen prior knowledge, as well as look at war from other perspectives. There will be opportunities to consider how World War II impacted children both in the UK and Germany, with a study of evacuation and the KinderTransport.</p> <p>This unit will provide learners with the knowledge needed in Key Stage Three, where they will look at WW2's causes and the impact on a global scale.</p> <p>Students continue to make inferences about a range of primary and secondary sources, considering any bias where appropriate (including propaganda).</p> <p><b>Building on:</b> WWII Home Front, Y4 <b>Leading to:</b> 20th Century Conflict, Y8</p>	<p><b>Purpose of unit &amp; links:</b></p> <p>This is a British study of a theme. Providing pupils with a broad chronological sweep of nearly a thousand years, this unit allows pupils to study and understand the idea of a long arc of time. Through study of this unit, pupils will understand how things have changed (and have roughly stayed the same) over a long period.</p> <p>Students will be able to form their own opinions about notions of justice and equality.</p> <p><b>Building on:</b> study of Anglo-Saxons, Y5; study of Victorian crime and punishment, Y5. <b>Leading to:</b> Medieval Britain, Y7</p>	<p><b>Purpose of unit &amp; links:</b></p> <p>Pupils will learn about the Silk Road and compare it with global exchanges that are occurring today. Students will begin with an introduction to the meaning of globalisation, comparing - by the end of the unit - trade along the ancient Silk Road with trade in the modern age.</p> <p>This unit offers an opportunity for comparison with the British Empire, previously studied in Y5, as part of the Victorian unit. Students should understand that empires and civilizations come and go. This unit is a further opportunity to explore world history, building on knowledge of the Shang Dynasty studied in Y5.</p> <p>This unit is both a history and a geography unit. Students begin to understand that land is shaped by people.</p> <p><b>Building on:</b> study of Shang Dynasty, Y5.</p>
<p><b>Subject knowledge:</b></p> <p>Why did World War II begin? Who was impacted? What was life like for children during World War II: German children and children in the UK. How were the lives of Jews across Europe changed by World War II: persecution and the Holocaust (mention of <b>LGBTQ</b> targeting too). What was the significance of the KinderTransport? What was the impact of evacuation on family life in the UK? Who was evacuated? How did the role of men and women differ during World War II? How did the role of women change during this time period (including Bletchley Park and munitions work)?</p> <p>Text: WWII from an alternative viewpoint- Rose Blanche. Told from the perspective of a German girl who discovers a concentration camp.</p>	<p><b>Subject knowledge:</b></p> <p>How do we know what punishment was like 800 years ago? How does this differ from today? Anglo-Saxon innovations - trial by ordeal What does the legend of Robin Hood tell us about Medieval justice? How did crime and punishment change between 1500 and 1750? Witchcraft (discrimination?) Why did punishments become so bloody in the 18th century? Why did so much change happen in crime and punishment in the 19th century? Transportation How has the way we catch and punish criminals improved in the last 100 years?</p> <p><b>Key Vocabulary and Dates:</b></p> <p>Legal system Authority Weregild Suspect</p>	<p><b>Subject knowledge:</b></p> <p>Locational knowledge How did coins from Baghdad end up in a Viking grave? What was the impact of the Silk Road? What was the geography of the Silk Road? Key figures on the Silk Road - who was Ibn Battuta? Why is the House of Wisdom important to historians and to modern life? What technologies and ideas came from Baghdad and the wider Silk Road?</p> <p><b>Key Vocabulary and Dates:</b></p> <p>786CE - Caliph Haroun Al-Rasheed builds the House of Wisdom Silk Road Tangible and intangible goods Caravan Caravanserai</p>

<p><b>Key Dates and Vocabulary:</b>  1939 - WW2 begins  June 6th 1944 - D Day  8th May 1945 - VE Day  Allies  Axis  Evacuation  Persecution  KinderTransport</p>	<p>Guilty  Trial by ordeal  Outlaw  Peasant  Witchcraft  Death penalty  Petty crime  Transportation</p>	<p>Merchant  Globalisation  Caliph; caliphate  Samarkand  Baghdad</p>
<p><b>Coherence:</b> Chronology of significant events.  <b>Communication:</b> Writing, speaking and using iPad  <b>Creativity:</b> Students to present their knowledge as a double page spread at the end of the unit. This is an opportunity for creative ownership.  <b>Compassion:</b> Consider how life changing living through wartime would be. Understand events from different perspectives.  <b>Community:</b> Comradery and raleighing of communities/as a country.</p> <p>A Diverse Curriculum: Experiences during the Holocaust, including those of the Jewish and LGBTQ+ communities. Considering war from another viewpoint.</p>	<p><b>Coherence:</b> Chronology and significant events and their impact on modern day justice  <b>Communication:</b> Writing, speaking and using iPad. Debate - What is justice?  <b>Creativity:</b>  <b>Compassion:</b> Understanding how different groups have been treated in history - witchcraft.  <b>Community:</b> Comparison between crime and punishment in the past and present. What makes a fair and just society?</p> <p>A Diverse Curriculum: Understanding of different and diverse societies that have called Britain home. Marginalisation of people - the 'witch' and the petty criminal.</p>	<p><b>Coherence:</b> Chronology of events and impact of the Silk Road  <b>Communication:</b> Opportunity for House of Wisdom drama  <b>Creativity:</b> Links to art unit. Opportunity to present work as a double page spread at the end of the unit.  <b>Compassion:</b> Medical advancements and the very first hospital came from the Islamic Caliphate.  <b>Community:</b> Influence of the Silk Road on how people lived.</p> <p>A Diverse Curriculum: Islam; non-European study; important figures from a range of ethnic and religious backgrounds - e.g. Ibn Battuta</p>
<p><b>Disciplinary literacy skills:</b></p> <p>Focus of disciplinary literacy is to teach students how to read and interpret historical texts, write and explain historical concepts and think about issues and events from a historian's perspective.</p> <p>Source work:  Pupils routinely use primary and secondary sources in history; therefore it is important to learn to analyse these sources and identify inferences. Students should be encouraged to think critically and analyse sources for credibility and bias. This should be modelled and scaffolded to ensure access for all. A 'writing like a historian' checklist to be accessed in books.</p> <p>In Y6, emphasis will be on the following:</p> <ul style="list-style-type: none"> <li>● Making sure names of people, places and eras are spelt correctly, with correct punctuation.</li> <li>● Ensuring facts and dates are accurate.</li> <li>● Writing should be cohesive through the use of cause/effect and comparative conjunctions.</li> <li>● Arguments should be based on evidence.</li> <li>● Accurate use of key vocabulary within writing and spoken language.</li> </ul>		

Year 7		
Autumn 1	Spring 1	Summer 1
<b>Topic:</b> How Has Britain been impacted by the world? The Norman Conquest	<b>Topic:</b> Medieval Britain, 1066-1509	<b>Topic:</b> The Tudors and Stuarts
<b>Overview:</b> Investigating the significance of the last invasion of England and its consequences on the country, its people and on future monarchs.	<b>Overview:</b> A study of what life was like in England from the Norman Conquest in 1066. Pupils will investigate the development of the church, state and society in Medieval Britain 1066-1509.	<b>Overview:</b> An investigation into who the Tudors were and the impact of Henry VIII on religion in England. It will focus on the development of church, state and society in Britain 1509-1745. The death of Elizabeth I and key events of the Stuart era are further examined.
<b>Purpose of unit &amp; links:</b>  This unit builds upon previous skills of chronology, independent research and comprehension. There will be an increased focus on the independent evaluation of sources, including contemporary.  Students are introduced to Medieval England and key figures of the time. This unit builds on the Anglo-Saxon knowledge that students previously learned in Year 5, picking up the timeline. This unit will provide a basis for Spring 1, a closer study of life in Medieval England.  <b>Building on:</b> Vikings and Anglo Saxons, Y5 <b>Leading to:</b> Medieval Britain, Y7; Normans 'Conquest and Control', Y11	<b>Purpose of unit &amp; links:</b>  Pupils have a prior knowledge about the significance of William invading and conquering England. This unit focuses on the impact of William becoming the new king and the changes brought about from his reign on English people and way of life.  This unit provides a more in depth look at Medieval life for the average layperson. Including a study of Crown and Church, facts from this unit will be built on during Summer 1's study of the Tudors.  <b>Building on:</b> The Norman Conquest, Y7 <b>Leading to:</b> The Tudors and Stuarts, Y7; 'Power and the People', Y11	<b>Purpose of unit &amp; links:</b>  Pupils have learned about the Medieval period which then chronologically transitions into the Tudor period after the change in royal families. Pupils will be able to compare and contrast the time periods.  They will further cement and deepen their knowledge of the linkage between Crown and Church.  <b>Building on:</b> Medieval Britain, Y7
<b>Subject knowledge:</b>  <b>Medieval England 1066 - 1216</b>  Who should be king? Succession crisis How was Harald Hardrada defeated? What was the significance of 1066 and the Battle of Hastings? What was the significance of the last invasion of England? How effective were William I and the Normans in taking control of England? How did the Normans keep control? Defeat of the Saxons: Harrying of the North and the role of castles.  <b>Key Dates, People and Vocabulary:</b> Anglo-Saxons Normans Feudal system Domesday book	<b>Subject knowledge:</b>  The death of William Rufus and the succession of Henry I What was the significance of the Magna Carta and why was it introduced? Differentiate between the experiences of a range of groups in England after the Norman conquest Was King John a hero or a villain? What evidence do we have? What was life like for men and women during this time? What was the Black Death (medicine in Medieval times)? Crime and punishment in the medieval era (including Natural Law, <a href="#">LGBTQ link</a> ) What was the link between Crown and Church (including crusades)? Peasant's Revolt  <b>Text:</b> Excerpts from the Domesday Book <b>Key Dates, People and Vocabulary:</b> King John William II (William Rufus) Rebellion	<b>Subject knowledge:</b>  How did religion change under the Tudors? What caused the English Reformation and Break with Rome? How did Catholic beliefs differ from Protestant beliefs? How were Catholics and Protestants treated under different monarchs? What was the impact of Elizabeth I's death? What was the significance of the Gunpowder Plot? What caused the English Civil War? The Civil War and Oliver Cromwell A myth: Oliver Cromwell banned Christmas Leadership and Power  <b>Key Dates, People and Vocabulary:</b> King Henry VIII Queen Elizabeth I Mention of King James I ( <a href="#">LGBTQ link</a> ), his son King Charles I Oliver Cromwell

<p>Feigned retreat Conquest Heir Monarch King Edward the Confessor William I of Normandy Harold Godwinson Harald Hardrada Battle of Stamford Bridge (25th September 1066; Battle of Hastings, 14th October 1066)</p>	<p>Crusades Magna Carta Black Death - bubonic and pneumonic plague Taxation Peasant's Revolt Domesday Book</p>	<p>King Charles II Guido Fawkes Catholicism Protestantism Break with Rome; the Pope Reformation Dissolution Dispensation Elizabeth I's death - 24th March 1603</p>
<p><b>Coherence:</b> Build upon knowledge of Anglo-Saxon and Viking settlement in England. <b>Communication:</b> Writing, speaking and use of iPad. Speech writing to address the nation as King William the Conqueror <b>Creativity:</b> Drama opportunity to re-enact scenes from the Battle of Hastings. <b>Compassion:</b> Invasion changed the life of people in England <b>Community:</b> Diversity through invasion</p> <p>A Diverse Curriculum: Concept that immigration has shaped modern Britain.</p>	<p><b>Coherence:</b> Build upon knowledge of Anglo-Saxon and Viking settlement in England. <b>Communication:</b> Writing, speaking and use of iPad. Speech writing to address the nation as King William the Conqueror <b>Creativity:</b> Drama opportunity to re-enact scenes from the Battle of Hastings. <b>Compassion:</b> Invasion changed the life of people in England <b>Community:</b> Diversity through invasion</p> <p>A Diverse Curriculum: Natural Law - LGBTQ+</p>	<p><b>Coherence:</b> Life and how it was changed and influenced by the Norman invasion. <b>Communication:</b> Writing, speaking and using iPad <b>Creativity:</b> Opportunity for creative thought and debate - was King John a hero or villain? <b>Compassion:</b> Embracing foreign culture and traditions introduced by the Normans, etc knights and therefore entertainment such as jousting. <b>Community:</b> Way of life for people in Medieval times in comparison to modern Britain. A Diverse Curriculum: Differing religious experiences - Catholicism and Protestantism</p>

**Disciplinary literacy skills:**

- All pupils have a 'writing in humanities' toolkit on Explain Everything to help with longer writing tasks.
- Pupils have topic specific vocabulary as a working document on Explain Everything
- Working wall in room 4 to record topic specific and ambitious vocabulary to help with a specific piece of work.
- Opportunities for pupils to study 'WAGOLLS' for specific pieces of writing. This may be pupil work, a teacher example or pupils/teacher modelling in real time.

Source work:

Pupils routinely use sources in history, therefore it is important to learn to analyse these sources and identify inferences. Students should be encouraged to think critically and analyse sources for credibility and bias. This should be modelled and scaffolded to ensure access for all.

Analysis and evaluation-

- Deconstructing historical sources in order to recognise that the source has two parts; content and provenance.
- Beginning to identify the view expressed in a source, and demonstrate how that can be supported by contextual knowledge.
- Using contextual knowledge to begin to identify reasons why a source may be unreliable.

Interpretation-

- Recognising that historical events can be interpreted in more than one way.
- Beginning to identify why historical events are interpreted in different ways.

Year 8			T r a n s i t i o n
Autumn 1	Spring 1	Summer 1	
<b>Topic:</b> Slavery and the Slave Trade	<b>Topic:</b> The British Empire and Industrial Revolution	<b>Topic:</b> 20th Century Conflict	
<b>Overview:</b> This unit investigates the role of Britain and the North East in slavery and the slave trade. There is a focus on Britain's transatlantic slave trade: its effects and its eventual abolition.	<b>Overview:</b> The study of the development of the British Empire. Pupils will identify the positive and negative impacts of the British Empire and its legacy, including the impact on those living in Britain at the time and those living abroad. Change, innovation and invention of a nation and its impact in the world 1705-1901	<b>Overview:</b> In this unit, students investigate the causes of WWI and what life was like for soldiers, including life after the Peace Settlement. A study of the inter-war years and Hitler's rise to power during the Great Depression follows. Students learn about wartime leadership, the Holocaust and significant battles of World War II.	
<b>Purpose of unit &amp; links:</b> The intent is to build upon concepts introduced in Year 7 about leadership and power. Students will continue to develop source skills, essay writing, historical debate and begin to move to a more sophisticated understanding of events and historical themes. This unit allows for deep critical thinking, examining the brutalities of history in a safe, classroom environment. Students, at the end of the unit and in their own words, should be able to explain why it is so important to learn about this side of history. This unit has a focus on Britain's role.  There are links to modern slavery, covered further in elements of geography and No Outsiders.  <b>Leading to:</b> 'Power and the People', Y11	<b>Purpose of unit &amp; links:</b> Students have studied the Victorians in Year 5 and have prior knowledge about living conditions at this time. Furthermore, in Year 5, students have studied the Empire Windrush and the impact of the British empire into the 20th century. This unit builds upon the basic knowledge students have from Year 5.  Students know of the existence of the Mayan and Shang empires, as well as the Islamic Caliphate, from Key Stage Two.  The unit links with the previous topic about slavery and the slave trade, and how we benefited economically from our role in the slave trade - for example, cotton production and trade.  <b>Building on:</b> The Victorians, Y5; Journeys, Y5 Geography study of migration; Empires studied across KS2 <b>Leading to:</b> 'Power and the People', Y11	<b>Purpose of unit &amp; links:</b> Students have some background knowledge about the British Empire and will gain additional knowledge about nationalities of soldiers who fought on behalf of Britain as a result.  This unit builds on the Year 6 unit, The People of World War II. This sets them up with the prior knowledge to study the causes and consequences of WWII in Year 8. At the end of year 8, pupils are prepared with the knowledge needed to understand the after effects of WWII and the lead up to the Cold War, ready for high school.  <b>Building on:</b> The People of WWII, Y6 <b>Leading to:</b> WWII, Y9; The Holocaust, Y9; Key Events of the Cold War, Y9; Conflict and Tension, Y10	
<b>Subject knowledge:</b> What was Britain doing in the Americas in the 18th and early 19th centuries? Why was there a demand for cheap labour in the Americas? Triangle Trade and profit How were slaves captured, treated and transported? What was Britain's role in plantations? What was the impact of the abolition movement? How does this link to slavery in the USA and the Civil Rights movement? Does modern-day slavery exist? In what form?  <b>Text:</b> Significant figure: Olaudah Equiano narrative	<b>Subject knowledge:</b> What is an empire and who rules it? How do empires grow? Locational knowledge of the British Empire at the time. Imperial conflict - e.g. China and the Opium Wars. Can an empire ever bring positive changes? Differing views of empire. How was Britain changed by its empire? What was life like in the British Empire? For those in the UK? For those in colonies? Inventions, innovations and discoveries in the time of empire Empire: a necessary force or evil?	<b>Subject knowledge:</b>  <b>World War I:</b> What were the causes of WWI? What was life like in the trenches? How were troops recruited (including conscription, propaganda and pals battalions)? Was Sir Douglas Hague a butcher or a hero? What was the impact of the Treaty of Versailles, 1919? League of Nations	



<p><b>Local link:</b> Equiano gained his freedom and toured Britain to tell his story, visiting Newcastle.</p> <p><b>Key Dates, People and Vocabulary:</b>  William Wilberforce  Josiah Wedgwood - 'Am I Not a Man and a Brother?'  1806 - British abolish trade of enslaved Africans  1834 - Slavery Abolition Act (UK)  1865 - end of slavery and US Civil War  Plantation  Abolition  Chattel  Labour  Cotton trade  Trans Atlantic slave trade  Trade triangle  Middle passage  Segregation  Emancipation</p>	<p><b>Text:</b> The Independent newspaper article about the positive and negative legacy of the British Empire.</p> <p><b>Key Dates, People and Vocabulary:</b>  Imperialism  Colony  Penal colony  Commonwealth  Migration  Industrial revolution  Factory system  Trade union  Pauper apprentice</p>	<p><b>World War II:</b></p> <p>How does a dictator rise? The rise of Adolf Hitler (1923-1933; 1933-1934)  How did the Nazi regime secure control (living and working conditions, target groups)?  What caused World War II?  Why did Britain go to war in 1939?  The Holocaust and its impact (targeting of Jews, disabled, <b>LGBTQ</b> community)  What was the atomic bomb and its impact? Was it necessary or evil?</p> <p><b>Text:</b> Extract from Mein Kampf.  Propaganda posters.  Accounts of soldiers and families.</p> <p><b>Key Dates, People and Vocabulary:</b>  Treaty of Versailles, 1919  The Big Three: Lloyd George, Georges Clemenceau, Woodrow Wilson  Kaiser Wilhelm  Douglas Hague  League of Nations  Franklin Roosevelt, Winston Churchill, Neville Chamberlain, Joseph Stalin  Great Depression  Holocaust  Concentration camp  Atomic bomb - Hiroshima</p>
<p><b>Coherence:</b> Chronology. The impact of the slave trade on more recent history- Civil Rights Movement</p> <p><b>Communication:</b> Writing, speaking and using iPad.  Parliamentary speech to abolish slavery and the slave trade.</p> <p><b>Creativity:</b></p> <p><b>Compassion:</b> Acceptance and tolerance of other races and to embrace diversity.</p> <p><b>Community:</b> Division in communities caused by conflicting opinion from the time of slavery to modern day.</p> <p>A Diverse Curriculum: Experiences of those from different racial backgrounds.</p>	<p><b>Coherence:</b> The slave trade, British Empire and British global economic success during the Industrial revolution are closely connected.</p> <p><b>Communication:</b> Writing, speaking and using iPad</p> <p><b>Creativity:</b> Police investigation and report into a mysterious death. Historical photographs used to imagine what you'd see, hear, touch etc.</p> <p><b>Compassion:</b> Terrible living conditions for those living in poverty. Positive and negative impacts of the British Empire.</p> <p><b>Community:</b> Changes in the way that communities lived due to historical change.</p> <p>A Diverse Curriculum: Notions of class; differing experiences of Empire around the world.</p>	<p><b>Coherence:</b> Chronology of events that caused the outbreak of war. Significant battles/events and their effect on future events.</p> <p><b>Communication:</b> Writing, speaking and using iPad</p> <p><b>Creativity:</b></p> <p><b>Compassion:</b> Displacement as a result of war. The effects of war on people and families.</p> <p><b>Community:</b> Comradery and raleighing as a country and in local communities.</p> <p>A Diverse Curriculum: Experiences of the Holocaust - Jewish, LGBTQ+ and differently-abled.</p>
<p><b>Disciplinary literacy skills:</b></p> <ul style="list-style-type: none"> <li>- All pupils have a 'writing in humanities' toolkit on Explain Everything to help with longer writing tasks.</li> <li>- Pupils have topic specific vocabulary as a working document on Explain Everything</li> <li>- Working wall in room 4 to record topic specific and ambitious vocabulary to help with a specific piece of work.</li> <li>- Opportunities for pupils to study 'WAGOLLS' for specific pieces of writing. This may be pupil work, a teacher example or pupils/teacher modelling in real time.</li> </ul>		

Source work:

Pupils routinely use sources in history, therefore it is important to learn to analyse these sources and identify inferences. Students should be encouraged to think critically and analyse sources for credibility and bias. This should be modelled and scaffolded to ensure access for all.

Analysis and evaluation:

- Deconstructing historical sources in order to recognise that a source has two parts; content and provenance.
- Identify the view expressed in a source, and demonstrate how that can be supported by contextual knowledge.
- Use contextual knowledge to identify reasons what a source may not be reliable.

Interpretation-

Recognise that historical events can be interpreted in more than one way and suggest reasons why.