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| **History - Year 7 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-1** | **The First British Settlers: Who were the First British People and how Significant were they to British History?** | | | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**  Students will study the history of migration to the British Isles from pre-historic times to the Viking Invasions. They will gain an understanding of the rich and diverse nature of British society.  **Knowledge Learners will:**  Students will pursue an historical enquiry to find out ***'who were the most significant settlers to Great Britain pre-1066?'***  **Skills: Learners will:**  Understand historical concepts of continuity and change, similarity, difference and significance, and use them to make connections and compare differences between the early settlers to Britain. They will use this to make a judgement on who was the most significant group of settlers. At the end of this unit, students will create their own structured accounts to show who they think were the most significant group. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066  This unit builds on KS2 knowledge of Britain from the Stone Age through to the Viking Invasions. It enables pupils to consolidate knowledge from primary school and ensures that they have a secure understanding of the chronology of early Britain. Knowledge is revisited and built upon with additional skills included in the module. | | |
| **Outcomes/Success criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **2/3 tier vocabulary:** see knowledge organiser  **Oracy:**  Opportunity for Debate Mate skills where pupils discuss who was the most significant group of settlers.  [See Knowledge Organiser for Key Words](T:\\History\\HISTORY Lesson Resources\\Year 7\\Topic 1 - Ancient\\KOs\\The First English People KO.docx) | | **Knowledge Support:** Use KO to frequently differentiate between different groups and their arrival in Britain as confusion between them is a common misconception. Reinforce this through frequent low stakes quizzing and testing.  **Reading support** -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks.  **Skills support** - Writing frames for extended questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. Use Partington's work on significance to help students understand what makes an event of historical importance. | More able students will undertake scholarly research and find their own evidence of how significant each group of settlers were. Opportunity for some students to study the account of the Celts by Roman historian Diodorus and discuss bias and authorship.  **Scholarship:**  Partington G. (1980) The Idea of an Historical Education  Activities to teach significance: <https://archive.uea.ac.uk/~m242/historypgce/signif/partington.htm>  Roberts, Alice 'The Celts', 2016 | C4 documentary on Cheddar Man <http://www.bbc.co.uk/history/ancient/british_prehistory/peoples_01.shtml>  Cheddar Man Article: <https://www.theguardian.com/science/2018/feb/07/first-modern-britons-dark-black-skin-cheddar-man-dna-analysis-reveals>  Podcast that covers early history: <https://www.thebritishhistorypodcast.com>  Robert Lacey: *Great Tales from English History* 2003: Cheddar Man | | | |

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| **Religion, crime and punishment** | **Sequence of learning Lesson title, theme** | **Key Concepts/outcomes/knowledge and skills.** | **Assessment/ including specific content/ knowledge/skills tested.** | **HWK. To be in books clearly marked** | **Furthering Cultural Capital.**  **&**  **Opportunities for reading** | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.** |
| 1 | Introduction to Prehistoric Britain | Chronology - BC and AD Knowledge of Doggerland and first settlers to UK Introducing Flashcards for Revision |  | Make flashcards for Key Words on KO | Cheddar Man - Diversity in Britain | Whole recaps and brings together different units studied at KS2 | All lessons and resources on shared area: [HERE](T:\\History\\HISTORY Lesson Resources\\Year 7\\Topic 1 -First English Settlers) |
| 2 - 3 | Celtic Migration | Significance  Prioritising | “Explain why the Celts were significant to British history.” **IMPROVEMENT TO BE COMPLETED BY STUDENTS** |  | Boudicca - (Women's history); influence of Celts on Scottish and Irish culture today |  |  |
| 4 | Roman Migration | Mind-mapping and Dual Coding |  | Learn key words using flashcards: Pupils to be tested on this in class | Positive impact immigration has on the English language/Ivory Bangle Lady (Black History) | Improve work on Celts |  |
| 5-6 | Anglo-Saxon Migration | Why were the Anglo Saxons significant? | Self-Assessed 12 mark question on significance **IMPROVEMENT TO BE COMPLETED BY STUDENTS** |  | Beowulf / Anglo-Saxon Chronicle |  |  |
| 7-8 | Viking Migration | What impact did the Vikings have on Britain? |  | Family Postcards | Vikings in the Islamic World | Gives context to reasons for Haardrada's claim to throne in 1066 - Y7 Unit 2 |  |
| 9-12 | Revision, End of Unit Exam and Improvements | Knowledge / Significance / Debate Mate Speaking Competition/ Essay Writing Skills | Knowledge Questions and GCSE style Significance Question. **IMPROVEMENT TO BE COMPLETED BY STUDENTS** |  |  | Recap of whole unit. |  |

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| **History - Year 7 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-2** | **Unit 2: 1066: How and why did William of Normandy win the Battle of Hastings in 1066?** | | | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**  Students will understand why 1066 was a turning point in History. They will give reasons for the Norman invasion and be able to explain the consequences.  **Knowledge Learners will:**  Students will understand why there was no clear claimant to the throne in 1066 and be able to explain why different contenders felt they had a right to the Crown of England. They will understand and explain the key events of 1066 and their significance They will pursue an historical enquiry to find out why William of Normandy won the Battle of Hastings in 1066 and the short and long-term impact the Norman invasion had on Britain.  **Skills: Learners will:**  understand historical concepts of causes and consequences to explain why William won at Hastings. They will begin to interpret sources from the Bayeaux Tapestry and prioritise reasons for William's success at Hastings. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066  This unit builds on KS2 knowledge of Britain from the Stone Age through to the Viking Invasions. It enables pupils to consolidate knowledge from primary school and ensures that they have a secure understanding of the chronology of early Britain. Knowledge is revisited and built upon with additional skills included in the module. | | |
| **Outcomes/Success criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **2/3 tier vocabulary:** see knowledge organiser  [Knowledge Organiser](file:///T:\History\HISTORY%20Lesson%20Resources\Year%207\Topic%202-%201066\Knowledge%20Organiser.docx) | | **Knowledge Support:** Use KO to frequently differentiate between claimants; e.g. to ensure that students do not confuse Harald Haardrada and Harold Godwinson.  **Reading support -**Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate.  **Skills support -** Writing frames for extended questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. Use Partington's work on significance to help students understand what makes an event of historical importance. | More able students will analyse sources for reliability e.g. the events of the Bayeux Tapestry and understand how and why historians have discovered their information in events of 1966. When writing essays on why William won at Hastings, more able students can be introduced to key interpretation skills that are taught at GCSE.  **Scholarship:**  Morris, Marc ‘The Norman Conquest’, 2012 | Short clips to reinforce key knowledge and events  <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382>  Use the animated Bayeaux Tapestry to reinforce knowledge: <https://www.youtube.com/watch?v=LtGoBZ4D4_E>  Fun and education series on why the Normans built the ‘White Tower’ – useful for extra research: <https://www.youtube.com/watch?v=I-Fulv6nnVc> | | | |

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| **Unit 2: 1066** | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** | **Resources** |
| 1 | The Big Picture: What happened in Britain in 1066? | Chronology of 1066 |  | Knowledge Checker based on KO | Understanding of monarchy and succession. | Foundational knowledge for English Civil war on monarchy and for GCSE Elizabeth on importance of succession | See Shared Area |
| 2 | Who Should be King? 1066 claimants | Essay Writing: Who had the strongest claim to the throne in 1066? | Teacher Marked Essay - in depth  **STUDENTS TO SELF-IMPROVE** |  |  | Recap on Y7 Unit 1: Viking Invasions and Haardrada's claim to the throne. |  |
| 3 | Preparations for the Battles | Investigation of sources from the Bayeaux Tapestry/ Interpretations |  |  | Understanding of importance of Bayeux Tapestry. |  |  |
| 4 | The Battle of Stamford Bridge | Chronology and key knowledge |  | Knowledge Checker Questions based on Knowledge Booklet |  |  |  |
| 5 | The Battle of Hastings | Chronology and Key Events; causation |  |  | Geographical knowledge of Hastings, Stamford Bridge and Fulford | Class Starter: Quiz based on KO from Unit 1 |  |
| 6-7 | Why Did William win the Battle of Hastings ? | Interpretations | Teacher Marked Essay - Whole Class Marking Sheet Feedback  **STUDENTS TO SELF-IMPROVE** |  | Introduction to historical interpretations and viewpoints. | References to Anglo-Saxon Chronicle Unit 1 |  |
| **8-9** | What were the consequences of the Norman Invasion | Long and Short-Term Consequences |  |  |  | Law and Order: Link to GCSE Crime and Punishment. Links to Year 8 Unit 1: Migration through invasion |  |
| 10-12 | Revision, End of Unit Exam and Improvements | Dual Coding Revision Skills | Knowledge Questions and Why did William win the Battle of Hastings Essay Question  **STUDENTS TO SELF-IMPROVE** | Revision Booklet/ Family Postcards |  | Knowledge section of assessment to include Unit 1 |  |

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| **History - Year 7 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-3** | **Unit 3: The English Reformation c.1517 - 1558: Why did Henry VIII break away from the Roman Catholic Church?** | | | | | **Number of lessons in sequence** | **10-12** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**  Understand the key reasons for the European Reformation and how this contributed to Henry VIII’s decision to break from Rome. They will gain an overview of the key religious changes in England before 1558.  **Knowledge Learners will:**  Students will understand the significance of the Catholic church on society in the Middle Ages and compare and contrast that with today. They will understand why Martin Luther wanted to reform the Catholic church in the 16th century and understand the key differences between Catholicism and Protestantism. Students will then link this with the situation in England explain who the European Reformation impacted on Henry VIII and his desire for a divorce. They will be able to explain the significance of the Break with Rome with regards to the Dissolution of the Monasteries and the Pilgrimage of Grace.  **Skills: Learners will:**  Students will study different interpretations of the reasons for Henry VIII's Break with Rome. As well as studying the causes of break with Rome, they will analyse the short and long-term implications of the religious changes. They will examine change and continuity in England's religion through a study of the reigns of Edward and Mary. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The development of Church, state and society in Britain 1509-1745  Students will make links with their knowledge of 1066 to understand why it was so important for Henry VIII to have a male heir. The key content in this unit of religious change provides foundational knowledge for a further study of the English Civil War and the Elizabeth I's Religious Settlement at GCSE. The concepts of heresy and recusancy help pupils to better understand religious crimes when studying Crime and Punishment at GCSE. | | |
| **Outcomes/Success criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **2/3 tier vocabulary:** see knowledge organiser  **Oracy:**  Opportunity for Debate Mate skills where pupils discuss who was the most significant group of settlers. | | **Knowledge Support:** Use KO to frequently differentiate between religions and reinforce differences. Needs to be a strong focus on the importance of religion in daily lives, which may be hard for some to grasp.  **Reading support -**Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. Teach spelling strategies and break down words where possible e.g. pro/test/ant  **Skills support –** Use of Alphonse the Camel story to understand causation.  <https://teachinghistory.org/best-practices/teaching-in-action/19567> | Head Start in History Textbook (Rosemary Rees et all, 2002) – high level sources on the importance and power of the medieval church.  Explanation of divide between transubstantiation/consubstantiation for more able.  **Scholarship:**  Dickens, A.G.‘The English Reformation’, 1965  Haig, Christopher, ‘English Reformations: Religion, Politics and Society under the Tudors’, 1993 | Extract from Dante’s Inferno to show medieval fear of heaven and hell and importance of church in medieval lives.  Head Start in History Textbook (Rosemary Rees et all, 2002) | | | |

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| **Unit 3: The English Reformation** | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** | **Resources** |
| 1 | The Big Picture: The English Reformation | Chronology |  | Knowledge Checker | Religious Diversity in Britain; Papal Supremacy | Foundation to GCSE Elizabeth I: Religious Settlement | See Shared Area |
| 2 | Who was Martin Luther? | Causes and consequences | Explain why Martin Luther wanted to reform the church (self-mark) |  |  |  |  |
| 3 | Protestantism v. Catholicism: Key Differences | Mind-Mapping |  |  | Links with RE: Understanding of transubstantiation | Elizabeth I: Religious Settlement |  |
| 4-5 | Why did Henry VIII break with the church of Rome? | Interpretations | Teacher Marked Essay – **STUDENTS TO SELF-IMPROVE** |  | Links with Brexit 'A Modern Break with Rome?' | Foundation for GCSE Crime and Punishment: Heresy and Treason. Discuss iceberg theory and causation. |  |
| 6 | Dissolution of the Monasteries: What was the impact of the Dissolution on Tudor England? | Causes and consequences |  | Make flashcards for whole topic | Links with RE: Functions of medieval monasteries and the role of the Medieval church | Foundation for Elizabeth I: Reasons for Tudor Poverty and Crime and Punishment: C16th crime |  |
| 7 | The Pilgrimage of Grace | Causes and consequences | Debate Mate techniques |  | Link to modern day protest and rebellions | Foundation for Crime and Punishment: C16th Rebellions |  |
| 8-9 | Edward and Mary: Religious Change and Heresy | Change and Continuity |  | Knowledge Checker | Starter : based on Black Tudors Miranda Kaufmann r, 2017 | Crime and Punishment: C16th Rebellions; background to Elizabeth I Religious Settlement |  |
| 10-12 | Revision, Exam, Improvement and Feedback |  | Knowledge Based Exam  **STUDENTS TO SELF-IMPROVE** | Family Postcards |  | Include vocabulary and key concepts from all prior units |  |

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| **History - Year 7 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-4** | **Unit 4: The English Civil War c.1642 - 1660: Why did the English kill the King in 1649?** | | | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**  Study the reasons for the English Civil War and its consequences.  **Knowledge Learners will:**  Students should understand the reign of James I in the context of the Tudor Family tree and will be able to explain the concept of the 'Divine Right of Kings'. They will understand the role of Parliament in the time of the Stuarts and how this differed from modern-day democracy. They will be able to categorise and prioritise the long and short-term reasons for the outbreak of the Civil War. Students will be able to identify the key events of the Civil War and its impact on various groups in English society. The study gives pupils the opportunity to study the reign of Oliver Cromwell and the impact of the Restoration on society.  **Skills: Learners will:**  Students study the long and short-term causes of the Civil War and categorise these into political, social, economic and religious factors. They will be able to assess the impact of the Civil War on society by looking at different groups such as women, the working classes and other civilians. Students will use sources to interpret the execution of Charles I and then the reign of Oliver Cromwell. They will identify the long-term consequences of the Civil War and the impact of the Restoration in England. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The development of Church, state and society in Britain 1509-1745  This unit is a natural progression from student's study of the English Reformation. It builds on their prior knowledge of religious change in Britain and introduces key concepts that will be studied a GCSE such as the role of parliament in society. By studying the demands of the Diggers and the Levellers, students will make link with other protest movements such as the suffragettes and will further understand the concept of communism in Y9. Students also revisit the concept of monarchy and succession from their studies of 1066 and Henry VIII. | | |
| **Outcomes/Success criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **2/3 tier vocabulary:** see knowledge organiser  **Oracy:**  Opportunity for Debate Mate skills where pupils discuss who was the most significant group of settlers. | | Knowledge Support: Use KO to frequently differentiate between key events and monarchs. Needs to be a strong focus on the importance of religion in daily lives, which may be hard for some to grasp.  Reading support -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. Teach spelling strategies and break down words where possible e.g. parliament  Skills support – Use of Alphonse the Camel story to understand causation.  <https://teachinghistory.org/best-practices/teaching-in-action/19567> | Opportunities for more in-depth learning on Diggers, Levellers etc  **Scholarship:**  Ackroyd, Peter ‘Civil War: The History of England Volume III’, 2014  Purviss, Diane, ‘The English Civil War: A People’s History’ 2007 | National Archives: Women in the Civil War  <https://www.nationalarchives.gov.uk/education/resources/women-english-civil-wars/>  Check HA for further podcasts:  <https://www.history.org.uk/podcasts/categories/433/podcast/182/charles-ii> | | | |

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| **Unit 4: The English Civil War c.1601-1714** | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** | **Resources** |
| 1 | Long Term Causes of the Civil War: James I and the Divine Right of Kings | Mnemonics for Learning | Debate Mate techniques | Knowledge Checker based on learning booklet | Concept of Civil War; monarchy and succession | Recap on problems with succession in 1066 (Unit 1) - foundational knowledge for GCSE Elizabeth on importance of succession | See shared area |
| 2 | Charles I and Parliament | Discussion and debate |  |  | Parliament and Democracy. Comparison with modern day parliament. | Links to Y8 Unit 4 Suffragettes - Role of Parliament. Also foundational knowledge for GCSE - Germany and the Reichstag and Elizabeth I and Parliament. |  |
| 3-4 | Why did Civil War break out in England in 1642? | Causation | Teacher Marked Essay - In depth  **STUDENTS TO SELF-IMPROVE** |  | Discuss purpose and role of taxation in Modern Britain | Link back to English Reformation and Catholicism. Prior learning for Elizabeth I and the Religious Settlement. Links also to skills of causation in previous module |  |
| 5 | Key Events of the Civil War: Roundheads vs. Cavaliers | Chronology |  | Dual Coding Revision | Discussion of concept of class in Britain: working classes and nobility. | Links to GCSE Elizabeth: class hierarchy in society. |  |
| 6 | What was the significance of the short-term impact of the Civil War on the English people? | Consequences of the Civil War | Use the source and your own knowledge to describe the effects of the Civil War. (Self-Mark) |  | Diggers and Levellers: Link to Modern Day Working Class Protests and Movements. Discuss impact on women | Military History: Methods of fighting will be contrasted in Unit 5 WWI with move to trench warfare. Links with Levellers and Suffragettes in Y8. Links with Diggers and Communists in USA 1920s unit at GCSE |  |
| 7 | Was Parliament right to execute Charles I? | Sources and Interpretations |  |  |  | Links later to Elizabeth I GCSE and the execution of Mary, Queen of Scots |  |
| 8 | Oliver Cromwell: Hero or Villain? | Sources and Interpretations | Debate Mate: Speaking and Listening |  |  | Prior learning for Elizabeth I: Puritanism and British Empire: Puritan migration to the 'New World'. |  |
| 9 | What was the Restoration and why did it occur? | Long term consequences of the Civil War |  | Family Postcards | Link to role of monarchy in present day: Should Britain be a republic? |  |  |
| 10-12 | Revision, Exam, Improvement and Feedback |  | Knowledge Based Exam  **STUDENTS TO SELF-IMPROVE** |  |  | Exam focused on key concepts and terms from all units so far this year. |  |

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| **History - Year 7 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-5** | **Unit 5: Liverpool: A Local Study c.500 - present day** | | | | | **Number of lessons in sequence** | **7** |
| **Overarching Curricular Goals (Aims)** | | **By the end of this unit students will:**  Study the history of Liverpool and key events in British history through a local lens.  **Knowledge Learners will:**  Students will gain a chronological overview of the history of Liverpool. They will be able to explain how the city has developed geographically and socially over time and identify key turning points in the cities history such as it's role in the slave trade; WWI, the Blitz and other key 20th century events. Students will gain an appreciation of Liverpool's diverse population and history and will be encouraged to search out 'Hidden Histories' of the city.  **Skills: Learners will:**  Students will use a variety of sources to research local history and assess the significance of key events and key figures. This will culminate in a debate mate over 'who was the most significant Liverpudlian?' | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | a study of local history over time, testing how far sites in the locality reflect aspects of national history (some sites may predate 1066).  This unit brings together students' learning at both KS2,3 and 4 as they place key chronological events into a study of their locality. | | |
| **Outcomes/Success criteria** | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| **2/3 tier vocabulary:** see knowledge organiser  **Oracy:**  Opportunity for Debate Mate skills where pupils discuss who was the most significant group of settlers.  See knowledge organiser | | Knowledge Support: Encourage students to learn through oral histories and to use internet research to find out more. However, this will need to be closely monitored with instructions/guidance on how to filter and select relevant information.  Reading support -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. Teach spelling strategies and break down words where possible.  Skills support – Support with research skills and internet search engines. | Opportunities for students to focus on a particular period or aspect of Liverpool’s History that interests them and pursue independent research.  **Scholarship:**  ‘Great War to Race Riots’, Madeline Heneghan and Emily Onuora, | Liverpool Hidden Histories Facebook group and Twitter gives excellent localised information about the history of the city. | | | |

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| **Unit 5: Liverpool History** | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** | **Resources** |
| 1 | Early History | Chronology |  | Local History Photography Competition: Photograph a place in your local area and write a short paragraph about its history. | Understanding of key time periods and how these are divided by historians. Introduction to resources for local history and research. | Link to Unit 1 on First English People, Unit 3 English Reformation and Unit 4 English Civil War |  |
| 2 | Liverpool and the Slave Trade | Sources | Recap and self assess prior knowledge on slave trade. |  | Potential visit to slavery museum | Links to Y8 Unit on Transatlantic Slavery |  |
| 3 | Liverpool and the Industrial Revolution: Diversity and Immigration |  |  |  | Hidden Histories' and cultural diversity | Links to Y8 Unit 1: Migration. Links to Y8 Unit 4 and GCSE Crime and Punishment in C19th |  |
| 4 | Victorian Liverpool: Kitty Wilkinson | Significance | Why was Kitty Wilksinson significant? Self Mark  **STUDENTS TO SELF-IMPROVE** |  |  | Links to Y8 Unit 4: The Victorian Poor |  |
| 5 | Liverpool in the First World War | Archives and researching local history | Recap and self assess prior knowledge on WWI topic | Local History focus: Use Commonwealth War Graves site to research a local soldier in WWI | Black Soldiers in WWI; Role of Women (Extract from David Olusoga Black and British) | Links to Y7 Unit 5, WWI |  |
| 6 | Liverpool in the Blitz | Sources |  |  |  | Links to GCSE Germany at War |  |
| OPTIONAL | The Swinging Sixties |  |  | Make a Spotify playlist of top ten best 60s Liverpool songs | Links to music: The Mersey Beat scene |  |  |
| OPTIONAL | Thatcher and the Toxteth Riots | Interpretations |  |  |  | Links to GCSE Crime and Punishment: Crimes linked to poverty |  |
| OPTIONAL | The Hillsborough Tragedy | Sources |  |  | Discuss role of the press; impact of the Justice for the '96 campaign | Discussion of how Hillsborough was initially referenced in GCSE Crime and Punishment module as football hooliganism. |  |
| 7 | End of Unit Class Presentation | Debate Mate: Presentations | Who was the most significant Liverpudlian?  **STUDENTS TO SELF-IMPROVE** |  |  |  |  |