

History – Power & Control			Year: 7/8		
AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Invasion & Conquest	Theme/ topic: Development of Church and State 1066	Theme/ topic: Exploration & Reformation	Theme/ topic: Terrorism, Civil War & Persecution	Theme/ topic: Protest, Revolution & War: Part One	Theme/ topic: Protest, Revolution & War: Part Two
By the end of this half term pupils will know & understand	By the end of this half term pupils will know & understand	By the end of this half term pupils will know & understand	By the end of this half term pupils will know & understand	By the end of this half term pupils will know & understand	By the end of this half term pupils will know & understand
<p>The concept power & control. What is authority, and the different ways it can be wielded or used</p> <p>Have a basic understanding of British Democracy in the 21st century as context for comparisons</p> <p>Know the ideas and features of a Feudal monarchy, how it came about in England, and how it was used to</p>	<p>Know the evolution of Parliament from Magna Carta to Richard II</p> <p>Know the features of and understand the importance of the role of the church in Medieval Europe and how the conflict between the Church and State influenced the evolution of Britain. Including the importance of Religion and the concept of the Crusades. As well as the case study of the</p>	<p>What the Renaissance and Reformation was, and how it came about</p> <p>The power of new ideas and the challenge to authority. Including how technology like the invention of the printing press led to change [compared to the use of the internet today]</p> <p>Why there was a Protestant Reformation and whether it led to change [difference</p>	<p>The persecution of the Catholics in England & Whether Guy Fawkes was a terrorist or a freedom fighter</p> <p>The reasons for the English Civil War Who Olivier Cromwell was and how he influenced the development of Parliament. The death of King Charles I and the Interregnum The reasons for the Restoration of the</p>	<p>Understand when and how Britain became a Union</p> <p>Understand the reasons for the American War of Independence.</p> <p>An investigation of the U.S. Constitution. Why doesn't Britain have one?</p> <p>Case study of the French Revolution. Why didn't something like it happen in Britain?</p>	<p>When Democracy actually began? Who got the vote and when. Including a case study of the Suffragettes. How direct action is sometimes necessary.</p> <p>Who should vote? A discussion of how modern Democracy works, and how it differs from past examples of control.</p> <p>How Propaganda is used to coerce and control people.</p>

<p>subjugate and control the Saxon Population.</p> <p>Understand the importance of national monuments as a gateway to local history and identity and how to make them relevant in Modern Britain – Local Study and Heritage Marketing</p> <p>CONQUEST MONARCHY FEUDAL DEMOCRACY POWER NORMAN SAXON INVASION BAYEUX TAPESTRY DOMESDAY</p> <p>INTERPRETATION CAUSE CONSEQUENCE CHANGE CONTINUITY</p>	<p>murder of Thomas Becket</p> <p>Know how Edward I used conquest and his power as king of England to begin the creation of a Unified Britain and understand the impact on Wales and Scotland</p> <p>Know what happened in, and the reasons for the Peasants’ Revolt and understand the role and status of the ‘peasant’ in Medieval England, and so the significance of the Peasant’s Revolt as the only means to show discontent</p> <p>CRUSADE/HOLY WAR ISLAM MUSLIM SALADIN MAGNA CARTA OXFORD PROVISIONS PAPAL/POPE CHRISTIAN</p>	<p>between change and progress]</p> <p>The case study of Henry VIII break with Rome. Why he broke with the Catholic Church and the consequences of it – short term and long term</p> <p>Understand the reasons for Elizabeth I’s ascension to power. The significance of Elizabeth’s reign in a time of great change. Including the threat to Elizabeth, the defence of England against the Spanish, the politics of Elizabeth’s marriage and use of portraits. As well as exploration and exploitation in her reign. E.g. The discovery of the new world and Sir Francis Drake as England’s first</p>	<p>Monarchy and the idea of a republic</p> <p>Understand why people fled to the New World A case study of the fate of first colonies in America, e.g. Roanoke. The development of Puritanical Religion</p> <p>Reasons for the Witchcraft phenomenon in England and Salem. Case study: Hysteria.</p> <p>PERSCUSSION CIVIL WAR TERRORIST [ISM] PURITAN ROUNDHEAD CAVALIER ROYALIST PARLIAMENTARIAN NEW MODEL ARMY INTERREGNUM REPUBLIC WITCHCRAFT</p>	<p>What happened at Peterloo? Why? The concept of Protest and why it’s necessary in a civilised society.</p> <p>Investigation into the idea of Rights, Freedom, and Civil Disobedience</p> <p>Why was the police force created? What is its role in society?</p> <p>Who was transported to Australia? Why?</p> <p>COLONIES/EMPIRE CONSTITUTION REVOLUTION THE TERROR HUMAN RIGHTS CIVILISED SOCIETY PROTEST MASSACRE INDEPENDENCE TRANSPORTATION</p>	<p>The causes of WWI The treatment of Conscientious Objectors.</p> <p>Representations of Hitler. A study of the man.</p> <p>Turning points of WWII</p> <ul style="list-style-type: none"> • Dunkirk • Battle of Britain • Battle for the Atlantic • D Day <p>Case Study: The road to Genocide. What happened? Why was it allowed to happen?</p> <p>Who was the real Winston Churchill?</p> <p>Communism & Capitalism; the ideologies that shaped the Cold War. Why were they fighting?</p>
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They will know how to	They will know how to	They will know how to	They will know how to	They will know how to	They will know how to
To be able to take relevant and concise notes from documentary sources	Will be able to suggest similarities and differences [change & continuity] between features of modern	Prioritise causes Understand the idea of cause and consequence as a	To understand and apply the skills necessary for the evaluation of sources.	Begin to understand and apply the skills necessary for the evaluation of sources.	Begin to understand and apply the skills necessary for the evaluation of sources.

<p>Begin to structure a written argument so that there is a line of reasoning</p> <p>Will begin to select and deploy relevant historical information to support an argument</p> <p>Will be able to suggest similarities and differences [change & continuity] between features of modern and medieval society, and argue the significance of different events, features and concepts</p> <p>Ask and argue their own questions based on their learning</p> <p>Begin to understand and apply the skills necessary for the evaluation of sources.</p> <p>Understand the significance of</p>	<p>and medieval society, and argue the significance of different events, features and concepts</p> <p>Understand the idea of cause and consequence as a historical skill and be able to recognise and comment on them in a series of events</p> <p>Begin to structure a written argument so that there is a line of reasoning</p> <p>Will begin to select and deploy relevant historical information to support an argument</p> <p>Understand the significance of particular events as turning points in history</p>	<p>historical skill and be able to recognise and comment on them in a series of events</p> <p>Understand the difference between short- and medium-term consequences</p> <p>The ability to use detailed contextual knowledge to illustrate, support and prove an argument.</p> <p>To confidently structure a written argument so that it follows a line of reasoning</p> <p>Will begin to select and deploy relevant historical information to support an argument</p> <p>Understand the significance of particular events as</p>	<p>Including understanding Provenance</p> <p>The ability to use detailed contextual knowledge to illustrate, support and prove an argument.</p> <p>To be able to take relevant and concise notes from documentary sources</p> <p>To confidently structure a written argument so that it follows a line of reasoning</p> <p>Justify and explain opinions as part of discussion and in extended pieces of writing</p> <p>Understand the idea of cause and consequence as a historical skill and be able to recognise and</p>	<p>To be able to take relevant and concise notes from documentary sources</p> <p>To be able to communicate ideas via different mediums. E.g., annotated diagrams, mind maps and exam answers</p> <p>To confidently structure a written argument so that it follows a line of reasoning</p> <p>Will begin to select and deploy relevant historical information to support an argument</p> <p>Ask and argue their own questions based on their learning</p> <p>Understand the significance of particular events as</p>	<p>To understand the chronology of events from the Normal Conquest to the present day</p> <p>To be able to take relevant and concise notes from documentary sources</p> <p>Will be able to suggest similarities and differences [change & continuity] between features of modern and medieval society, and argue the significance of different events, features and concepts</p> <p>Understand the idea of cause and consequence as a historical skill and be able to recognise and comment on them in a series of events</p> <p>Understand the significance of</p>
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<p>particular events as turning points in history</p> <p>Understand the idea of cause and consequence as a historical skill and be able to recognise and comment on them in a series of events</p> <p>Understand how to write a narrative account rather than simply describing what happened</p> <p>To be able to present information to other members of the class – to, inform, persuade, and argue.</p>		<p>turning points in history</p>	<p>comment on them in a series of events</p> <p>Understand the significance of particular events as turning points in history</p>	<p>turning points in history</p>	<p>particular events as turning points in history</p> <p>To confidently structure a written argument so that it follows a line of reasoning</p> <p>Will begin to select and deploy relevant historical information to support an argument</p> <p>Ask and argue their own questions based on their learning</p>
<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>	<p>Link to prior learning</p>
	<p>Changing concept of Kingship</p>	<p>Invasion and conquest Importance of Religion</p>	<p>The significance of the Church in the Middle Ages - Crusades</p>	<p>Feudal System – the status of a peasant Magna Carta & the Oxford Provisions</p>	<p>Norman Conquest Evolution of Parliament Crusades</p>