

## **Year 7 History**

### **Unit 1 – How did life change between the Old Stone Age and New Stone Age?**

Students will compare the lives of people in the Old Stone Age, New Stone Age, Bronze Age and Iron Age. They will consider the way people got their food, their homes and the tools and weapons they made. In the assessment for this unit students will produce a poster showing the change and continuity between the ages.

### **Unit 2 – Why did William win the battle of Hastings?**

Students will learn about the impact of the death of Edward the Confessor and the subsequent challenges to the throne. There will be a focus on the battle of Stamford Bridge before an in-depth analysis of why William the Conqueror won the battle of Hastings. Students will write an essay considering the different reasons why William won and expressing their opinion as to what was the most important reason.

### **Unit 3 – How did William I control England?**

In this unit students will study how William I controlled England. This will include a focus on the feudal system, the Domesday Book and the impact of the building of castles. Students will be assessed on this unit by sitting an unseen test.

### **Unit 4 – What impact did the Black Death have on England?**

This will allow students to discover the different beliefs about the causes and cures of the Black Death as well as the symptoms of the disease. In this unit students will begin to develop their source skills and will be assessed on their ability to make inferences and comparisons between historical sources.

### **Unit 5 – What were the ups and downs of Tudor religion?**

Students will study the reigns of Henry VIII, Edward IV, Mary I and Elizabeth I, with a focus on the changes in religion during the Tudor period. They will design a rollercoaster to demonstrate these changes for their assessment.

## **Year 8 history**

### **Unit 1 – Why did the colony of Roanoke fail?**

In this unit students will learn about the first British attempt to colonise America: Roanoke. They will discover why the attempt by Sir Walter Raleigh was unsuccessful and produce a BBC History Magazine article to explain why the colony failed.

### **Unit 2 – Which was the most successful colony; Roanoke, Jamestown or Plymouth?**

In this section students will look at two further attempts to colonise America and will make comparisons between the different colonies. Students will sit a test in class where they will answer questions on all three colonies as their assessment for this unit.

### **Unit 3 – Was Oliver Cromwell a hero or a villain?**

This unit of study will focus on the role of Oliver Cromwell during the English Civil War. Students will look at the causes of the Civil War and consider whether the actions of Cromwell make him a hero or a villain. They will also learn about the impact of the war on the current parliamentary system. Students will be assessed through writing a letter to parliament arguing whether the statue of Cromwell should remain or not.

### **Unit 4 – Why was there an outbreak of witchcraft in Salem in 1692?**

Students will study examples of witchcraft in England during the 1600s before focusing on the events in Salem, Massachusetts. They will consider the reasons why there was an outbreak of witchcraft and will write an essay on the topic.

### **Unit 5 – Why did the slave trade end?**

This final unit of year 8 will allow students to discover about the triangular trade route between Britain, Africa and America. They will learn about the conditions that the slaves had to endure on the slave ships and plantations. There will also be a focus for the reasons for the abolition of the slave trade.

## **Year 9 History**

### **Unit 1 – World War One**

In this unit students will learn about the causes of World War One, including a focus on the shooting of the Archduke Franz Ferdinand. They will look at the methods of propaganda used by the British government to convince young men to fight before comparing this to the reality of trench warfare. There will also be an opportunity to look at the role of nurses during the war. Students will be assessed through an exam that will test their knowledge and source skills.

### **Unit 2 – Inter-war year**

This unit will allow students to learn about the impact of World War One, starting with the Treaty of Versailles. They will then focus on the rise to power of Hitler and the reasons why he came to power including the Wall Street Crash. Students will also learn about other dictators including Stalin and the improved position of women in society. The assessment for this unit will ask students to work on their source analysis skills.

### **Unit 3 – Key events of World War Two**

This section of the course will give students the opportunity to learn about the Dunkirk evacuations, the events of Pearl Harbour and the dropping of the atomic bombs on Hiroshima and Nagasaki. They will write an essay exploring the arguments for and against the dropping of the atomic bombs.

### **Unit 4 – The Holocaust**

In this unit students will look at the origins of the Holocaust, how Jews were treated prior to World War Two and the conditions in concentration camps. They will look at survival literatures and a range of film clips to help them understand the horror of the Holocaust.

### **Unit 5 – Significance project**

Students end their year 9 study of history with a group project. They will select a significant event of the 20<sup>th</sup> century and produce an art design to commemorate the event. In their groups they will produce presentations to explain why their event is significant.