

# History



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**S** **O** **A** **R**

**SERVICE** **OPPORTUNITY** **ASPIRATION** **REWARD**

# Y7 History

## CONFLICT: Meanwhile, Elsewhere:

How did the Songhai empire dominate Africa? How did Sunni Ali come to power, effective military, trans-Saharan trade routes.

## CONFLICT: How was the War of the Roses fought?

Describe some of the major battles of the war

## ORDINARY LIVES: What happened when the Black Death came to Alton?

Causes, key features and consequences of the Black Death; change and continuity after the Plague

## POWER: Meanwhile, Elsewhere: what was Medieval Mali like?

Source investigation into Mansa Musa's power and kingship

## POWER: Who was more powerful – Parliament or King?

King John and the Magna Carta

## MOVEMENT & SETTLEMENT: How did the Norman Conquest change England?

Change and continuity: feudal system, castles, doomsday book, harrying of the North

## MOVEMENT & SETTLEMENT: What was like in Anglo-Saxon England?

Key features of Anglo-Saxon life including role of the king; threat of invasion and role of the Church

## Introduction: What is history?

Identify and use key chronological terms such as century, decade, BC and AD; describe how history is a chronological story over time

## CONFLICT: Historical investigation:

Weighing the evidence: What happened to the princes in the tower?

## CONFLICT: Why was there a power vacuum in England in the 15<sup>th</sup> century?

Describe the causes of the war of the roses and identify the main families involved

## ORDINARY LIVES: How did Medieval Islam tackle medicine?

Hospitals, Key pioneers

## ORDINARY LIVES: Why were the peasants revolting?

Causes and key features of the revolt; What happened to Wat; interpretations enquiry

## POWER: Who was more powerful – Church or King?

Role of the Church; Henry II and the murder of Thomas Becket

## POWER: What was Medieval Life like?

Key features of Medieval life including role of women and Queen Matilda

## MOVEMENT & SETTLEMENT: How did the Normans conquer England?

Contenders for the throne in 1066 and the Battle of Hastings

## Introduction: What is the work of a historian?

Caesar and Significance; Tollund Man source enquiry; Interpretations of Genghis Khan; how much did Pankhurst change the rights of women; what were the causes and consequences of the Bristol Bus Boycott?

# How do all HISTORY lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in **HISTORY** look like this:

CW

Title: How far did Islamic medicine treat diseases?

Do Now

Key word: Categorise the different statements as either true or false

| Statement  | Correct Answer |
|--|----------------|
| 1. Islamic hospitals treated mental health with gardens, music, and therapies.                 | <b>True</b>    |
| 2. Ibn Sina believed doctors should rely only on ancient books without observing patients.     | <b>False</b>   |
| 3. Al-Razi was the first doctor to correctly tell the difference between smallpox and measles. | <b>True</b>    |
| 4. Islamic hospitals were dirty, disorganised places.  | <b>False</b>   |
| 5. Al-Zahrawi invented over 200 new surgical instruments.                                      | <b>True</b>    |

Key word: **Diagnosis** - Finding out what illness or problem someone has by looking at their symptoms and doing tests.

EXT: Why was Islamic medicine much more advanced than European medicine?

**R** EADY TO LEARN

How is your progress measured in History in Autumn term?

**Autumn 1: Assessing significance**

Why was Julius Caesar significant? (paragraph)

Why was the Bristol Boycott significant? (paragraph)

| Emerging  | Achieving   | Excelling   |
|---|---|---|
| <p>I can describe some details about the person or period</p> <p>I can identify reasons why something might be historically significant</p> | <p>I can describe with details why a person or period was historically significant</p> <p>I can identify reasons why something might be historically significant using at least one of the 5 Rs</p> | <p>I can describe and explain with details why a person or period was historically significant</p> <p>I can identify reasons why something might be historically significant using at least three of the 5 Rs</p> <p>I can explain, using the 5 Rs, why a person or period was more historically significant than another</p> |

How is your progress measured in History in Autumn term?

**Autumn 2: Cause and consequence / Change and continuity**

Why did William win the Battle of Hastings? (essay)

How far did the Norman invasion change England? (change and continuity grid)

| Emerging  | Achieving   | Excelling  |
|---|---|--|
| <p>I can describe some simple causes or consequences of an event</p> <p>I can identify a basic link between a cause and a consequence</p> | <p>I can describe with details why causes or consequences were important</p> <p>I can identify whether a cause or consequence was short-term or long-term</p> | <p>I can describe and explain with details why causes or consequences were important</p> <p>I can identify links between different causes or consequences</p> <p>I can explain why a cause or consequence was important in the short-term or long-term</p> |

| Emerging   | Achieving  | Excelling   |
|--|--|---|
| <p>I can describe some simple changes or continuities have occurred</p> <p>I can identify why something changed or stayed the same</p> | <p>I can describe with details why changes or continuities over time were important</p> <p>I can identify whether the change was rapid, gradual, widespread or local</p> | <p>I can describe and explain with details why changes or continuities were important</p> <p>I can suggest a pivotal change or important continuity</p> <p>I can explain why some changes or continuities were more important than others</p> |

# Topic: What is history? What is the work of a historian?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard   |
|--|--|---|
| <b>What is history?</b>  | History is not just about memorizing dates and facts - it's about understanding how people in the past lived, thought, and made decisions that still affect our world today.                     | Create a "History Detective" poster showing the difference between a fact (something that definitely happened) and an interpretation (someone's opinion about what happened). Include 3 examples of each from your own life or school.                              |
| <b>Why is chronology important to history? Describe how history is a chronological story over time</b> | Chronology means putting events in time order, which helps historians understand cause and effect - why things happened and what consequences they had.  | Design a personal timeline of your life so far, including at least 8 major events. Then write a paragraph explaining how one early event led to something that happened later.  |
| <b>What is the work of a historian?</b>  | Historians are like detectives who use evidence (sources) to build up a picture of the past, but they have to be careful because evidence can be incomplete, biased, or misleading.              | Choose an object from your classroom or home and imagine you're a historian in 500 years trying to work out what life was like in 2024. Write a short report explaining what this object tells you about how people lived, and what questions it leaves unanswered. |
| <b>How significant was Julius Caesar? Caesar and Significance - Introduction to the 5Rs framework</b>  | The 5Rs framework (Remembered, Remarkable, Resulting in change, Revealing about the time, Relevant today) helps historians decide whether someone or something was truly significant in history. | Apply the 5Rs framework to the historical figures. Score them 1-5 for each R and explain your reasoning. Conclude whether they are historically significant.  |

# Topic: What is history? What is the work of a historian?

## *Autumn Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard   |
|---|---|---|
| <b>What happened to the Tollund Man?</b><br><b>Source enquiry - analysing archaeological evidence</b> | Archaeological evidence like Tollund Man is important because it provides evidence when written records are rare or non-existent.   | Write a "CSI: Ancient Bog" report analysing Tollund Man as if you're a forensic scientist. Include: physical evidence found, what it tells us about his life and death, and what questions remain unanswered. Use scientific language and present your findings clearly.        |
| <b>Who was the real Genghis Khan? - Understanding different perspectives</b>                          | The same historical figure can be seen very differently depending on who is writing about them - Genghis Khan was seen as a monster by some, but as a great leader by others.   | Compare two different interpretations of Genghis Khan. Create a table showing: positive descriptions, negative descriptions, and evidence each side uses. Explain why they're so different.   |
| <b>How much did Pankhurst change the rights of women?</b>   | Emmeline Pankhurst and the Suffragettes used radical tactics like chaining themselves to railings and hunger strikes because polite campaigning had failed to win women the vote for over 50 years.                                 | Design a "Campaign Methods" comparison chart showing peaceful vs tactics introduced by Emmeline Pankhurst. For each method, include: what they did, why they chose this approach, and how effective it was. Conclude which approach was most important for winning the vote.    |
| <b>What were the causes and consequences of the Bristol Bus Boycott?</b>                              | The Bristol Bus Boycott (1963) proved that ordinary people could challenge racism through organized protest, helping to inspire the Race Relations Act and showing that the Civil Rights movement wasn't just happening in America. | Create a "Cause and Effect Chain" diagram for the Bristol Bus Boycott. Start with long-term causes, show the trigger event, describe what happened during the boycott, and trace both short and long-term consequences. Include how it influenced later civil rights campaigns. |

Topic: MOVEMENT & SETTLEMENT - What was life like in Anglo-Saxon England?

Autumn Term Golden Nuggets and Work Hard

| Lesson title  | Golden nugget  | Work Hard   |
|---|--|---|
| What was life like in Anglo-Saxon England? (including role of the king) | Anglo-Saxon England was a warrior society where kings had to be successful in battle to keep power, and where most people lived as farmers in small villages with strong community bonds.  | Create an "Anglo-Saxon Social Pyramid" showing different levels of society from king to slave. For each level, include: their role, how they lived, what they owned, and their relationship to those above and below them. Explain why this system worked for Anglo-Saxon society.  |
| Why was there a threat of invasion in Anglo-Saxon England?              | Anglo-Saxon England was constantly under threat because it was wealthy (attracting raiders), politically divided (making it easier to attack), and located near other warrior cultures like the Vikings who needed new land and treasure.            | Create a "Viking Raid Survival Guide" for an Anglo-Saxon village. Include: early warning systems (how to spot approaching Viking ships), defence preparations (where to hide valuables, how to organize the community), what to do during an attack, and how to rebuild afterwards. Use evidence from real Viking raids to make your guide historically accurate.   |
| What role did the Church play in Anglo-Saxon England?                   | The Christian Church gave Anglo-Saxon England a shared identity, provided education and writing skills, and offered spiritual comfort, but it also took wealth away from local communities and sometimes conflicted with traditional warrior values. | Create a "Beliefs Before and After" comparison table with three columns: "Pagan Beliefs," "Christian Beliefs," and "Mixed Practices." For each row, compare: gods/spiritual figures, religious ceremonies, beliefs about death/afterlife, and moral codes. Include examples of how some pagan traditions continued within Christian practice, showing how religious change was gradual rather than instant. |



# Topic: MOVEMENT & SETTLEMENT - How did the Normans conquer England?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard  |
|--|---|--|
| <b>Who were the contenders for the throne in 1066?</b>                   | The succession crisis of 1066 happened because Edward the Confessor died without a clear heir, leading to three different claimants who each believed they had a legitimate right to be king of England.          | Create "Claim Cards" for each contender (Harold Godwinson, William of Normandy, Harald Hardrada). For each, include: their relationship to Edward, promises made to them, their strengths as a potential king, and why they thought they deserved the throne. Rank them by strength of claim.  |
| <b>The Battle of Hastings - How did the Normans conquer England? (1)</b> | The Battle of Hastings was won by Norman tactics and discipline rather than just luck - William used fake retreats to break the Anglo-Saxon shield wall and positioned his army to take advantage of the terrain. | Create a "Hastings Battle Newspaper" written the day after the battle. Include: a main headline and article reporting William's victory, interviews with imaginary Norman and Anglo-Saxon soldiers describing what they experienced, a tactical analysis explaining why the Normans won, and an obituary for Harold Godwinson. Use historical evidence to make your accounts accurate. |
| <b>The Battle of Hastings - How did the Normans conquer England? (2)</b> | Harold Godwinson's defeat was caused by fighting two major battles in three weeks, losing key supporters at Stamford Bridge, and facing a fresh Norman army with his exhausted troops.                            | Write a "What If?" analysis exploring how the battle might have been different if: Harold had waited longer before fighting, he hadn't fought at Stamford Bridge first, or William had landed elsewhere. Use evidence to explain which factor was most crucial to the Norman victory.  |

# Topic: MOVEMENT & SETTLEMENT - How did the Norman Conquest change England?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard  |
|---|--|--|
| <b>How did the Normans reshape society? Change and continuity: feudal system, castles, language and laws.</b> | The Norman Conquest brought revolutionary changes to English society through the feudal system (all land now belonged to the king), castle-building (symbols of Norman control), French influence on language (creating modern English), and new laws, but ordinary people's daily lives of farming and family remained largely unchanged. | Create a "Norman Changes Scorecard" with four categories: feudal system, castles, language, and laws. For each category, rate the scale of change from 1-10 and provide evidence of: what changed, what stayed the same, who was most affected, and long-term consequences. Conclude which change had the biggest impact on English society. |
| <b>How did the Domesday Book help William control England?</b>  | The Domesday Book was the most detailed survey of any country in medieval Europe, giving William unprecedented knowledge of England's wealth and population, which helped him tax efficiently and control his new kingdom.   | Analyse extracts from the Domesday Book to understand what information William wanted and why. Create a "Control Through Knowledge" report explaining how this survey helped William: tax his subjects, reward his followers, and prevent rebellion.   |
| <b>Why did William 'Harry the North'?</b>   | The Harrying of the North (1069-70) was William's brutal response to rebellion, destroying entire communities to ensure no further resistance, showing how medieval rulers used terror as a tool of political control.   | Write a "Historical Trial" case examining whether William's actions in the North were justified. Include: evidence of the rebellion, William's response, consequences for ordinary people, and arguments for both prosecution and defence. Reach a verdict with reasoning.   |

How is your progress measured in History in Spring term?

**Spring 1: Assessing sources**

What was life like in Medieval England? (source analysis)

Why was Thomas Becket murdered? (source analysis)

| Emerging  | Achieving  | Excelling  |
|---|--|--|
| <p>I can describe what I see in a source</p> <p>I can begin to make simple inferences from a source</p> | <p>I can describe with details why a source is useful.</p> <p>I can identify why some sources may be more useful than others</p> | <p>I can describe and explain with details how useful a source is by referring to its content</p> <p>I can link usefulness to the source's nature, origin, or purpose</p> <p>I can compare the usefulness of different sources</p> |

How is your progress measured in History in Spring term?

**Spring 2 : Assessing Change and continuity / Cause and consequence**

What were the causes and consequences of the Black Death? (essay)

How transformative was Islamic medicine ? (Cause and effect grid)

| Emerging   | Achieving  | Excelling   |
|--|--|---|
| <p>I can describe some simple changes or continuities have occurred</p> <p>I can identify why something changed or stayed the same</p> | <p>I can describe with details why changes or continuities over time were important</p> <p>I can identify whether the change was rapid, gradual, widespread or local</p> | <p>I can describe and explain with details why changes or continuities were important</p> <p>I can suggest a pivotal change or important continuity</p> <p>I can explain why some changes or continuities were more important than others</p> |

| Emerging  | Achieving   | Excelling  |
|---|---|--|
| <p>I can describe some simple causes or consequences of an event</p> <p>I can identify a basic link between a cause and a consequence</p> | <p>I can describe with details why causes or consequences were important</p> <p>I can identify whether a cause or consequence was short-term or long-term</p> | <p>I can describe and explain with details why causes or consequences were important</p> <p>I can identify links between different causes or consequences</p> <p>I can explain why a cause or consequence was important in the short-term or long-term</p> |

# Topic: POWER - What was Medieval life like?

## *Spring Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard  |
|---|--|--|
| <b>What was Medieval life like?</b>   | Medieval society was organized like a pyramid where everyone knew their place - from kings at the top to serfs at the bottom - with the Church teaching that this hierarchy was God's will, creating a stable but rigid system where people rarely moved between social classes. | Create a "Medieval Social Media" page for different social classes (king, noble, knight, merchant, peasant, serf). For each "profile," include: their daily status updates, what they "like" and "dislike," their main concerns and complaints, and how they interact with other social groups. Show how different their medieval lives really were. |
| <b>What role did women play in Medieval society? Focus on Queen Matilda as a case study</b> | Medieval women had fewer legal rights than men but could wield significant informal power through family connections, religious roles, and economic activities, with queens like Matilda sometimes ruling in their own right.  | Create a "Medieval Women's Lives" comparison chart showing the different experiences of: peasant women, noble women, nuns, and queens. Include their daily activities, rights, restrictions, and opportunities. Use Queen Matilda as a specific example of female power.   |
| <b>How was Medieval society structured?</b>   | The feudal system created a pyramid of loyalty where everyone owed service to someone above them and protection to someone below them.   | Draw a detailed "Feudal Pyramid" showing the chain of obligation from king to peasant. For each level, include: what they provided to those above, what they received from those below, and how this created stability. Explain why this system worked in medieval conditions.   |

# Topic: POWER - Who has more powerful - King, Church or Parliament?

## *Spring Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard   |
|---|--|---|
| <b>What was the role of the Church in Medieval society?</b>                     | The medieval Church was more than just a religious institution - it was Europe's largest landowner, provided education and healthcare, and claimed authority over kings, making it a rival to royal power.               | Design a "Church Power Web" showing all the different ways the Church influenced medieval life: spiritual guidance, land ownership, education, law courts, hospitals, and political advice. Explain why this made the Church so powerful and sometimes brought it into conflict with kings. |
| <b>Why was Thomas Becket murdered? Henry II and the murder of Thomas Becket</b> | The murder of Thomas Becket showed the conflict between royal and Church authority - Henry II wanted to control Church courts, but Becket defended Church independence, leading to a crisis that ended in violence.      | Write a police report on Becket's murder as if you're a medieval chronicler. Include: background to the dispute, what happened in Canterbury Cathedral, immediate reactions, and why this event shocked medieval Europe. Consider different perspectives on who was to blame.               |
| <b>Why did King John face opposition?</b>                                       | King John's reign showed the limits of royal power - his military failures, heavy taxation, and conflict with the Church united his enemies and forced him to accept limits on his authority.                            | Create a "King John's Problems" crisis management chart showing: military defeats, financial difficulties, Church disputes, and noble opposition. For each problem, explain how it weakened John's position and how his responses made things worse.  |
| <b>What was the Magna Carta and why was it significant?</b>                     | Magna Carta was significant not because it gave rights to ordinary people (it didn't) but because it established the principle that even kings must obey the law, creating the foundation for constitutional government. | Analyse key clauses from Magna Carta to understand what the barons wanted. Create a "Then and Now" comparison. Include why this document is still important today.  |

# Topic: POWER - Meanwhile, Elsewhere: What was Medieval Mali like?

*Spring Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard  |
|---|--|--|
| <b>What was Medieval Mali like?</b>   | Medieval Mali was one of the world's richest empires, controlling the gold and salt trade across the Sahara and showing that Africa had sophisticated civilizations at the same time as medieval Europe.             | Create a "Mali Empire Profile" comparing it to medieval England in terms of: size, wealth, trade connections, government system, and cultural achievements. Explain why Mali was more powerful and wealthier than most European kingdoms at this time.                       |
| <b>How powerful was Mansa Musa?</b><br><b>Source investigation into Mansa Musa's power and kingship</b> | Mansa Musa was so wealthy that his pilgrimage to Mecca caused inflation in Egypt for ten years, demonstrating Mali's incredible wealth and showing how medieval African rulers connected to the wider Islamic world. | Investigate different sources about Mansa Musa's wealth and power (maps, chronicles, archaeological evidence). Create a "Source Evaluation" table showing: what each source tells us, its strengths and limitations, and how they combine to show Mansa Musa's significance. |

# Topic: ORDINARY LIVES - What happened when the Black Death came to Alton? Why were the peasants revolting?

*Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard   |
|--|---|---|
| <b>What happened when the Black Death came to Alton?</b>         | Local studies like Alton show how major historical events affected ordinary communities - the Black Death killed about one-third of people but survivors often improved their living standards due to labour shortages.   | Write a "Local History Investigation" using evidence from Alton to understand the Black Death's impact. Include: population changes, economic effects, social changes, and how the community recovered. Compare Alton's experience with national patterns.              |
| <b>What were the causes and key features of the Black Death?</b> | The Black Death spread so quickly because medieval people didn't understand disease transmission, lived in crowded unsanitary conditions, and had no effective medical treatments, making it the most devastating pandemic in European history.                             | Create a "Disease Detective" investigation into why the Black Death was so deadly. Include: how it spread, symptoms experienced, medieval explanations for the disease, attempted treatments, and why it killed so many people. Compare with modern pandemic responses. |
| <b>What were the consequences of the Black Death?</b>            | The Black Death transformed medieval society by creating labour shortages that gave surviving peasants more power, weakened the feudal system, and challenged religious beliefs about divine punishment.  | Design a "Consequence Chain" showing how the Black Death led to long-term changes in: wages and working conditions, social relationships, religious beliefs, and political power. Explain how the Black Death created social revolution.                                |
| <b>What were the causes of the Peasants' Revolt of 1381?</b>     | The Peasants' Revolt was caused by the economic and social changes following the Black Death, combined with new taxes and the survivors' realization that they had more power than before.  | Create a "Revolutionary Spark" diagram showing how the Black Death created conditions for revolt: labour shortages, higher wages, social mobility, and peasant confidence. Include the trigger events that turned grievances into rebellion.                            |
| <b>What were the key features of the Peasants' Revolt?</b>       | The Peasants' Revolt was triggered by the poll tax of 1381, which demanded the same payment from rich and poor alike, causing widespread anger among peasants who had gained confidence and higher wages after the Black Death but now faced being taxed back into poverty. | Write a "Peasants' Revolt News article" reporting on key events: the march to London, meeting with the king, Wat Tyler's death, and the revolt's suppression. Include peasant demands and explain why the revolt ultimately failed despite initial success.             |



# Y7: ORDINARY LIVES - How advanced was Islamic medicine?

*Spring Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard  |
|---|--|--|
| <b>Did Islamic civilizations create the first modern hospitals?</b> | Islamic hospitals were revolutionary because they treated patients regardless of religion or social status, kept detailed medical records, and separated different types of illness, creating the model for modern healthcare systems. | Design a "Hospital Planning activity" of an Islamic hospital in Baghdad. Include: who was treated, types of care provided, medical knowledge used, and organization. Explain why Islamic hospitals were more advanced.   |
| <b>Who were the Islamic medical pioneers?</b>                       | Islamic doctors like Al-Razi, Ibn Sina, and Al-Zahrawi made breakthrough discoveries in surgery, pharmacology, and diagnosis that weren't matched in Europe for centuries, preserving and advancing ancient medical knowledge.         | Create "Medical Pioneer Profiles" for three key Islamic doctors. For each, include: their major discoveries, medical texts written, innovations in treatment, and influence on later medicine. Explain how they advanced human medical knowledge.                                |
| <b>How far did Islamic medicines treat diseases?</b>                | Islamic medicine was more effective than European alternatives because it was based on systematic observation, experimentation, and detailed recording rather than just religious beliefs or ancient authorities.                      | Compare Islamic and European treatments for the same disease (e.g., eye problems, broken bones, or fever). Create a "Treatment Comparison" showing: methods used, success rates, underlying theories, and patient outcomes. Explain why Islamic approaches were more successful. |

How is your progress measured in History in Summer term?

**Summer 1: Assessing interpretations**

Who had the strongest claim to the throne? (Evidence analysis table)

What happened to the princes in the Tower? (Essay)

| Emerging  | Achieving  | Excelling   |
|---|--|---|
| <p>I can describe simply what an interpretation says</p> <p>I can identify a point of view from an interpretation</p> | <p>I can describe with details the difference between two interpretations</p> <p>I can identify why interpretations might be different</p> | <p>I can describe and explain with details why interpretations are different</p> <p>I can suggest strengths and weaknesses of different interpretations</p> <p>I can explain why interpretations differ using historical context.</p> |

How is your progress measured in History in Summer term?

### Summer 2: Assessing significance

Why was Sunni Ali significant? (paragraph)

How did Sunni Ali create the most powerful empire in West Africa? (significance web)

| Emerging  | Achieving   | Excelling   |
|---|---|---|
| <p>I can describe some details about the person or period</p> <p>I can identify reasons why something might be historically significant</p> | <p>I can describe with details why a person or period was historically significant</p> <p>I can identify reasons why something might be historically significant using at least one of the 5 Rs</p> | <p>I can describe and explain with details why a person or period was historically significant</p> <p>I can identify reasons why something might be historically significant using at least three of the 5 Rs</p> <p>I can explain, using the 5 Rs, why a person or period was more historically significant than another</p> |

# Topic: CONFLICT - Why was there a power vacuum in England in the 15th century?

*Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard   |
|---|---|---|
| <b>Why was there a power vacuum in England in the 15th century?</b> | The power vacuum in 15th century England was created by weak kingship, economic problems after the Hundred Years' War, and the lack of clear succession rules, allowing ambitious nobles to compete for control.    | Create a "Power Vacuum Analysis" showing the problems facing England in the 1450s: military defeats, financial crisis, weak kings, and noble rivalries. Explain how these connected to create instability and why civil war became likely.              |
| <b>Why did the Wars of the Roses begin?</b>                         | The Wars of the Roses began because two branches of the royal family (Lancaster and York) both had legitimate claims to the throne, and neither was willing to accept the other's right to rule.                    | Design a "Family Tree Conflict" diagram showing how the descendants of Edward III created rival claims to the throne. Include the key figures, their relationships, and their arguments for why they should be king. Explain why this led to civil war. |
| <b>How did a family feud turn to civil war?</b>                     | A family dispute became civil war because medieval politics was personal - loyalty was to individuals, so noble families chose sides based on relationships, benefits, and survival rather than principle.          | Write a "Noble's Dilemma" decision-making exercise where you're a 15th century lord choosing between Lancaster and York. Consider: family connections, land holdings, past favours, and future prospects. Explain your choice and the risks involved.   |
| <b>What were the major battles of the War of the Roses?</b>         | Wars of the Roses battles were decisive because they were fought between small professional armies where victory often depended on individual leaders' tactical skills and the loyalty of key nobles during battle. | Analyse one major battle (e.g., Towton, Bosworth) by creating a "Battle Report" including: forces involved, tactical decisions, turning points, and consequences. Use maps and explain how this battle affected the wider war.                          |

# Topic: CONFLICT - Why was there a power vacuum in England in the 15th century?

*Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard   |
|---|---|---|
| <b>What happened on the bloodiest day on English soil?</b>  | The Battle of Towton (1461) was England's bloodiest battle because it was fought in a snowstorm between desperate armies where quarter was neither asked for nor given, showing the brutality of medieval civil war.      | Investigate the Battle of Towton using different types of evidence: contemporary chronicles, archaeological finds, and modern analysis. Create an "Evidence Evaluation" report explaining what each type of source tells us and what questions remain unanswered. |
| <b>How did the War of the Roses affect ordinary people?</b> | While nobles fought for the throne, most ordinary people continued their daily lives relatively unchanged, showing that medieval civil wars were mainly elite conflicts that didn't always affect the broader population. | Create a "Civil War Impact Assessment" comparing how the Wars of the Roses affected: nobles, merchants, farmers, and townspeople. Use evidence to explain why some groups suffered more than others and how communities tried to protect themselves.              |
| <b>How did the War of the Roses end?</b>                    | The Wars of the Roses ended when Henry Tudor combined military victory with political marriage, uniting the rival claims and creating a new dynasty that restored strong royal authority.                                 | Design a "Tudor Solution" analysis showing how Henry VII ended the conflict through: military victory at Bosworth, marriage to Elizabeth of York, elimination of rivals, and establishment of strong government. Explain why this approach was successful.        |

# Topic: CONFLICT - Historical investigation: What happened to the princes in the tower?

*Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard  |
|---|--|--|
| <b>Who were the Princes in the Tower?</b>                         | The Princes in the Tower were Edward V and his brother Richard, who disappeared after being declared illegitimate by their uncle Richard III, creating one of history's most famous unsolved mysteries.  | Create a "Missing Persons" case file for the Princes including: their backgrounds, last known whereabouts, people with motives to harm them, and timeline of events. Present the information as a modern police investigation.   |
| <b>What evidence do we have about the Princes' disappearance?</b> | The evidence about the Princes is limited and contradictory, coming mainly from later Tudor sources who had reasons to blame Richard III, showing how political bias can shape historical narratives.  | Analyse different types of evidence about the Princes: contemporary records, later accounts, archaeological finds, and portraits. Create an "Evidence Reliability Chart" evaluating each source's strengths, weaknesses, and potential bias.                           |
| <b>What are the different theories about what happened?</b>       | The Princes in the Tower mystery shows how historical evidence can be interpreted in completely different ways - the same facts about their disappearance have been used to argue that Richard III was either a child-murdering villain or an innocent man framed by Tudor propaganda. | Present a "Historical Trial" of Richard III with prosecution and defence arguments. Include: evidence for his guilt, alternative explanations, character witnesses, and reasonable doubt. Let a jury decide based on historical evidence rather than later propaganda. |

# Topic: CONFLICT - Meanwhile, Elsewhere: The Songhai Empire

*Summer Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard   |
|--|---|---|
| <b>How did Sunni Ali come to power in Songhai?</b>                       | Sunni Ali created the Songhai Empire by taking advantage of Mali's decline, using superior military tactics, and controlling the vital Niger River trade routes that connected North and West Africa. | Create a "Rise to Power" timeline for Sunni Ali showing: the decline of Mali, his military campaigns, strategic alliances, and control of trade routes. Explain how he transformed a small kingdom into a major empire.   |
| <b>What made Sunni Ali's military so effective?</b>                      | Sunni Ali's military success came from combining traditional cavalry with innovative river warfare, using canoes to control the Niger River and attack enemies from unexpected directions.            | Design a "Military Innovation Report" on Sunni Ali's tactics. Include: cavalry forces, river fleet, siege techniques, and strategic use of terrain. Compare his methods with European armies of the same period and explain why his approach was so successful. |
| <b>How did Sunni Ali control the trans-Saharan trade routes?</b>         | Sunni Ali's control of trade routes brought enormous wealth through taxes on gold, salt, and slaves, showing how geographic advantages could create economic and political power in medieval Africa.  | Create a "Trade Route Empire" map showing Songhai's control of: gold mines, salt deposits, trading cities, and caravan routes. Include information about goods traded, taxes collected, and how this wealth supported Sunni Ali's military and government.      |
| <b>How did Sunni Ali create the most powerful empire in West Africa?</b> | Sunni Ali succeeded by combining military conquest with political intelligence, religious tolerance, and economic control, creating an empire that lasted for over a century after his death.         | Write a "Leadership Profile" of Sunni Ali analysing his: military strategies, political skills, economic policies, and religious approach. Compare his empire-building methods with other successful medieval rulers and explain his lasting impact.            |

# Y8 History

**CONFLICT: Breaking the chains - Why did slavery come to an end?** The Abolition movement, Slave resistance, Slave Abolition Acts

**CONFLICT: What was the real human cost of Britain's "sweet tooth"?** Triangular trade, The Middle Passage, Slave auctions

**ORDINARY LIVES: How did fire shape London?** Was the Great Fire a disaster or opportunity for London? Short and Long term impacts of the fire; Pepys' diary

**EMPIRE/ ORDINARY LIVES Meanwhile, elsewhere: How did the Inca empire rise and fall?** Who were the Inca people, How did Civil War lead to the fall of the empire, What mystery disease killed the Inca

**CONFLICT: Was executing a king the ultimate crime?** Trial and execution of Charles I

**CONFLICT: Why did the plotters want to blow up the King?** James I; Guy Fawkes and the gunpowder plot

**POWER: How Bloody was Bloody Mary?** Mary I return to Rome; heresy and Roman candles

**POWER: Were the Tudors the ultimate power family?** How did Henry VIII limit the power of the Church? Henry VIII as defender of the faith; seeking a divorce; Reformation

**ORDINARY LIVES: Did new tastes and treasure hunters transform Britain?** How did new tastes transform Britain? Were coffee houses the original social networks? Who were the pirates and profiteers?

**ORDINARY LIVES: Plague and Pestilence** Royal Society for Science; Did treatments for the Plague look any different in the 17<sup>th</sup> century?

**CONFLICT: Was Charles I destined to lose?** New Model Army; role of generals – Prince Rupert vs Cromwell

**CONFLICT: Why did Charles I fall out with Parliament?** Causes of the English Civil War – religion, money and power

**POWER: Did Elizabeth have the heart and stomach of a king?** Interpretations of queenship; defeat of Spanish Armada; Religious settlement

**POWER: How strong was the boy king?** Edward VI and the Privy Council; rise of Protestantism



# How do all HISTORY lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in **HISTORY** look like this:

CW

Wednesday, 09 July 2025

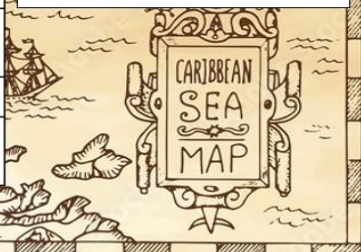
Lesson 3: Who were the most notorious pirates?

LO: To identify and compare famous pirates and explain what made them notorious.

| Statement  | True/False |
|--|------------|
| Pirates shared loot equally                                    |            |
| Pirates always buried their treasure.                          |            |
| Pirates had strict bedtime rules.                              |            |
| Blackbeard blockaded a city to demand medicine.                |            |
| Blackbeard once tied lit fuses into his beard to scare enemies |            |
| Black Caesar was one of the richest pirates.                   |            |
| Anne Bonny never fought in battle because she was a woman      |            |

**Do Now:**  
Complete the 7 starter questions

**EXT:** What does it mean to be notorious?



How is your progress measured in History in Autumn term?

**Autumn 1: Change and continuity**

How did Henry VIII change the power of the Church in England? (paragraph)

Did Elizabeth I change what it meant to be a monarch? (essay)

| Emerging   | Achieving   | Excelling  |
|--|---|--|
| <p>I can describe with details why changes or continuities over time were important</p> <p>I can identify whether the change was rapid, gradual, widespread or local</p> | <p>I can describe and explain with details why changes or continuities were important</p> <p>I can explain why some changes or continuities were more important than others</p> | <p>I can explain why some changes or continuities were more important than others</p> <p>I can describe how the pace and extent of change varied over time</p> <p>I can reach a judgement on the most significant change or continuity</p> |

How is your progress measured in History in Autumn term?

**Autumn 2: Cause and consequence**

Why did the plotters try and blow up Parliament? (Diamond 9)

What caused the English Civil War? (essay)

| Emerging  | Achieving   | Excelling  |
|---|---|--|
| <p>I can describe with details why causes or consequences were important</p> <p>I can identify whether a cause or consequence was short-term or long-term</p> | <p>I can describe and explain with details why causes or consequences were important</p> <p>I can explain why a cause or consequence was important in the short-term or long-term</p> | <p>I can explain with details why causes or consequences were important</p> <p>I can describe links between different causes or consequences in detail</p> <p>I can reach a judgement on the most significant cause or consequence</p> |

# Topic: Were the Tudors the ultimate power family?

## *Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>How did Henry VIII limit the power of the Church?</b> | Henry VIII broke from Rome in 1534, making himself Supreme Head of the Church of England, which transferred enormous religious and political power from the Pope to the English monarchy.                                  | Create a "Tudor Times" newspaper front page reporting on Henry's break from Rome. Include: a main headline and article explaining the decision, a "Vox Pop" section with quotes from different social groups (nobles, merchants, common people), and an editorial cartoon showing the power shift. |
| <b>Why did Henry VIII seek a divorce?</b>                | Henry's "Great Matter" wasn't just about love - it was about securing a male heir to prevent civil war and maintain Tudor power, making it a crucial political crisis.   | Design a "Royal Marriage Agency" profile for Henry VIII listing: what he's looking for in a wife, why his current marriage isn't working, political benefits he can offer, and why potential brides should consider his proposal. Include testimonials from previous wives!                        |
| <b>What was the Dissolution of the Monasteries?</b>      | The Dissolution of the Monasteries (1536-1541) wasn't just religious reform - it was the largest redistribution of land and wealth in English history, making Henry VIII the richest king England had ever seen.           | Design an infographic showing the impact of monastery closures on one English county. Include: number of monasteries closed, acres of land seized, estimated wealth gained, and consequences for local communities.  |
| <b>How strong was the boy king?</b>                      | Edward VI never truly ruled England - real power lay with his Privy Council, particularly the Duke of Somerset and later the Duke of Northumberland, showing how a child monarch could be manipulated by ambitious nobles. | Analyse primary source extracts from Edward VI's letters and Privy Council records to identify evidence of adult control over royal decisions. Create a "Power Analysis Chart" showing: who influenced which decisions, examples of Edward's limited independence,                                 |

# Topic: Were the Tudors the ultimate power family?

## *Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard   |
|--|--|---|
| <b>How Bloody was Bloody Mary?</b>                         | Mary I burned approximately 280 Protestants in 3.5 years (1555-1558), but this was actually proportionally similar to Protestant persecution by Catholics in other European countries - the name "Bloody Mary" reflects Protestant propaganda rather than exceptional brutality. | Design a "Myth-Busters: Historical Edition" investigation into whether Mary I deserved her nickname. Include: the statistics, comparisons with other rulers, who created the nickname and why, and your verdict on whether it's fair.   |
| <b>What were the heresy trials?</b>                        | Mary's heresy trials were designed to give Protestants a chance to convert back to Catholicism before being executed, showing that religious persecution followed legal procedures even when the outcome was brutal.   | Write a "Heresy Trial" script showing the questions Mary's judges asked Protestant prisoners and the typical answers they gave. Explain why so few Protestants chose to convert to save their lives.  |
| <b>What was the rise of Protestantism under Edward VI?</b> | Edward VI's reign saw the most radical Protestant reforms in English history, including the introduction of the Book of Common Prayer in English, which fundamentally changed how ordinary people experienced religion.  | Create a "Protestant Reformation Changes" comparison table showing how Edward VI's religious reforms transformed English churches. Include: Catholic features that were removed, Protestant elements that were added, changes to church services and language, and explain why these reforms represented the most radical religious changes in English history. |

# Topic: Elizabeth's challenges and triumphs

## *Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>Did Elizabeth have the heart and stomach of a king?</b>   | Elizabeth I's famous Tilbury speech ("I have the heart and stomach of a king, and of a king of England too") redefined queenship by combining feminine imagery with masculine authority, creating a new model of female rule.                  | Analyse three examples of Elizabeth I's image-building techniques (e.g., Tilbury speech, Armada portrait, progresses) and evaluate their effectiveness. Create an "Elizabethan Image Strategy" assessment examining: her use of symbolism, target audiences, political messages conveyed, and explain how these techniques helped establish a new model of female monarchy |
| <b>How did Elizabeth establish her religious settlement?</b> | Elizabeth's Religious Settlement (1559) was a deliberate compromise - "not making windows into men's souls" - that prioritized political stability over religious purity, allowing England to avoid the religious wars that tore apart Europe. | Design a "Religious Peace Treaty" document showing how Elizabeth's settlement solved England's religious conflicts. Include: terms agreed by Catholics and Protestants, compromises made by both sides, enforcement mechanisms, and why this prevented religious war.  |
| <b>What threats did Elizabeth face as queen?</b>             | Elizabeth faced multiple threats including Catholic plots, foreign invasion, succession issues, and the "marriage question" - pressure to marry for diplomatic reasons while knowing marriage would reduce her independence as a female ruler. | Create a "Queen's Dilemma Decision Tree" analysing three major threats Elizabeth faced (e.g., marriage pressure, Mary Queen of Scots, Spanish invasion). For each threat, include: the problem Elizabeth faced, her possible responses, consequences of each choice, and explain how she successfully navigated these challenges to maintain her authority.                |

# Topic: Elizabeth's challenges and triumphs

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard   |
|---|---|---|
| <b>How did Elizabeth defeat the Spanish Armada?</b>     | The defeat of the Spanish Armada in 1588 was caused by a combination of factors including weather ("Protestant wind"), Spanish logistical failures, and English naval tactics, yet it transformed England's international reputation and self-confidence. | Write a "Battle Report " on the Armada with interviews from different perspectives: an English sailor, a Spanish commander, a weather expert, and a military analyst.   |
| <b>What was the significance of the Armada victory?</b> | The Armada victory demonstrated that England could defeat Europe's most powerful empire, transforming the country from a minor European kingdom into a major naval power and inspiring Protestants across Europe to resist Catholic dominance.            | Create a "Before and After England" comparison showing how the Armada victory changed England's status. Include: international reputation, naval power, economic costs, religious confidence, and future ambitions. Use infographics and statistics to show the transformation. |

# Topic: The Gunpowder Plot and growing tensions

## *Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>Why did the plotters want to blow up the King?</b>    | The Gunpowder plotters wanted to kill King James I because he had broken his promises of religious tolerance to Catholics, instead increasing persecution through heavy fines and forcing them to attend Protestant services, making terrorism seem like their only option   | Create a "Plotters' Motivation Map" showing the key reasons why Catholics turned to violence in 1605. Include: religious persecution, broken promises by James I, and personal grievances. Explain how these factors combined to justify extreme action. |
| <b>Who was the mastermind behind the Gunpowder plot?</b> | Guy Fawkes was a Yorkshire-born Catholic soldier with military experience in explosives, while Robert Catesby was a wealthy Warwickshire gentleman who masterminded the Gunpowder Plot - Catesby recruited Fawkes specifically for his technical expertise, making Fawkes the explosives expert but Catesby the true leader. | Create "Character Profile Cards" for Guy Fawkes and Robert Catesby showing: birthplace, social class, relevant skills, and role in the plot. Explain in one paragraph why Catesby needed Fawkes to make his plan work.                                   |
| <b>What were the consequences of the Gunpowder Plot?</b> | The Gunpowder Plot's failure made anti-Catholic hatred much worse for centuries. Parliament passed harsh new laws against Catholics, and November 5th became an annual celebration .   | Design a "Consequences Chain" diagram starting with the Plot's failure and showing how each consequence led to the next. Include: immediate punishments, new laws, Guy Fawkes Night celebrations, and long-term effects on Catholics.                    |



How is your progress measured in History in Spring term?

**Spring 1: Assessing sources**

How far are the Spanish chronicles useful for studying the Incas? (source analysis)

How far is Samuel Pepys' diary useful for studying the Great Fire of London? (source analysis)

| Emerging   | Achieving   | Excelling  |
|--|---|--|
| <p>I can describe with details why a source is useful.</p> <p>I can identify why some sources may be more useful than others</p> | <p>I can describe and explain with details how useful a source is by referring to its content</p> <p>I can link usefulness to the source's nature, origin, or purpose</p> | <p>I can explain in detail how useful a source is by referring to its content, nature, origin, and purpose</p> <p>I can compare the usefulness of different sources</p> <p>I can reach a judgement on the usefulness of a source</p> |

How is your progress measured in History in Spring term?

**Spring 2 : Assessing significance**

How significant was the Great Fire of London? (before and after image analysis)

Was Blackbeard history's most significant pirate? (paragraph)

| Emerging   | Achieving  | Excelling  |
|--|--|--|
| <p>I can describe with details why a person, event or period was historically significant</p> <p>I can identify reasons why something might be historically significant using at least one of the 5 Rs</p> | <p>I can describe and explain with details why a person, event or period was historically significant</p> <p>I can identify reasons why something might be historically significant using at least two of the 5 Rs</p> | <p>I can explain with details why a person, event or period was historically significant using at least three of the 5 Rs</p> <p>I can explain why a factor was more historically significant than another</p> <p>I can reach a judgement on the most significant factor</p> |

# Topic: CONFLICT - The road to Civil War / Fighting the Civil War

*Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard   |
|--|---|---|
| <b>Why did Charles I fall out with Parliament?</b>           | Charles I believed God gave him absolute power to rule (Divine Right of Kings), while Parliament believed they should control taxes and laws. This fundamental disagreement about who had ultimate authority made compromise impossible.  | Design a "Power Struggle Debate" with Charles I and Parliament as opponents. Create argument cards for each side showing their evidence for having ultimate power, then explain why neither side could back down.   |
| <b>What were the key issues between King and Parliament?</b> | The dispute between Charles I and Parliament had three main causes: <b>money</b> (Charles collected Ship Money for 11 years without Parliament's permission), <b>religion</b> (Charles favoured high Anglican ceremonies that looked Catholic to many), and <b>power</b> (Charles believed in Divine Right while Parliament claimed control over taxes and laws). | Create a "Three-Way Crisis Investigation Board" with sections for Money, Religion, and Power conflicts. For each area, include specific examples of disputes (Ship Money, Laudian reforms, Divine Right claims), evidence from both sides, and explain how all three issues connected to create an impossible situation for compromise. |
| <b>Was Charles I destined to lose?</b>                       | The English Civil War was not predetermined - Charles I had significant advantages including most of the nobility, better cavalry, and foreign support, but he was outmanoeuvred by Parliament's superior organization and resources.   | Design a "Civil War Prediction Chart" comparing Royalist and Parliamentary strengths at the war's start. Include: military advantages, financial resources, popular support, and international backing. Conclude whether the outcome was predictable or not.  |

# Topic: CONFLICT - The road to Civil War / Fighting the Civil War

*Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard   |
|--|--|---|
| <b>What was the New Model Army?</b>                        | The New Model Army revolutionised English warfare through professional training, merit-based promotion, and religious motivation, proving that social revolution could create military superiority over traditional aristocratic forces.               | Create a "Revolutionary Army Recruitment Poster" for the New Model Army. Include: pay and conditions, promotion opportunities, religious goals, training provided, and how this differed from traditional armies. Make it appealing to different social groups. |
| <b>Who were the key military leaders of the Civil War?</b> | There were two contrasting leaders. Prince Rupert (brave but reckless aristocrat) and Oliver Cromwell (disciplined professional) embodied the clash between old and new forms of warfare, leadership, and social organization in 17th century England. | Design a "Military Leaders Top Trumps" card game comparing Civil War commanders. Include: Prince Rupert, Cromwell, Fairfax, and others with stats for tactical skill, leadership, experience, and victories. Explain why some were more successful than others. |
| <b>What were the major battles of the Civil War?</b>       | The Battle of Marston Moor (1644) was the turning point because it demonstrated Parliament's ability to win decisive victories and marked Cromwell's emergence as England's most effective general.  | Create a "Battle Analysis Presentation" for either Marston Moor. Include: battle map, key moments timeline, tactical decisions, turning points, and why this battle was crucial for the war's outcome. Present as a military briefing.                          |

# Topic: CONFLICT - The ultimate crime?

*Spring Term Golden Nuggets and Work Hard*

| Lesson title                                    | Golden nugget  | Work Hard   |
|---|--|---|
| <b>Was executing a king the ultimate crime?</b> | The trial of Charles I was legally questionable even by Parliament's supporters, but it established the revolutionary principle that monarchs could be held accountable for their actions by their subjects. | Stage a "Historical Courtroom Drama" for Charles I's trial. Include: prosecution and defence opening statements, key witness testimony, legal arguments about whether Parliament could try a king, and jury deliberation on the verdict.                                  |
| <b>Why was Charles I executed?</b>              | Charles I's execution was driven more by practical politics than legal justice - Parliament feared he would restart the war if left alive, making regicide seem like the only way to secure their victory.   | Create a "Decision Point Analysis" examining alternatives to executing Charles I. Include: exile, imprisonment, abdication, negotiated settlement, and constitutional monarchy. For each option, explain why it was rejected and whether execution was the only solution. |

# Topic: EMPIRE/ORDINARY LIVES - Meanwhile, elsewhere – Inca Empire

*Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard   |
|--|--|---|
| <b>Who were the Inca people?</b>                         | The Inca Empire was the largest empire in pre-Columbian America, ruling over 12 million people through sophisticated administration, engineering, and communication systems that rivalled anything in Europe.      | Design a "Civilization Comparison Chart" between the Inca Empire and Tudor England. Include: population size, territory, government system, technology, military organization, and achievements. Explain what this reveals about different paths to power.  |
| <b>How did Civil War lead to the fall of the empire?</b> | The Inca civil war between Huáscar and Atahualpa (1529-1532) fatally weakened the empire just as Spanish conquistadors arrived, showing how internal divisions could destroy even the most powerful civilizations. | Write an "Alternative History Report" exploring what might have happened if the Inca civil war hadn't occurred when the Spanish arrived. Include: the empire's military strength, organizational capacity, potential for resistance, and possible outcomes. |
| <b>What mystery disease killed the Inca?</b>             | Smallpox and other European diseases killed an estimated 90% of the Inca population before most had ever seen a European, demonstrating how biological exchange could be more devastating than military conquest.  | Create a "Disease Impact Infographic" showing how European diseases affected indigenous American populations. Include: types of diseases, mortality rates, spread timeline, and comparison with European plague recovery.                                   |

# Topic: ORDINARY LIVES - Plague and Pestilence /

## How did fire shape London

*Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard  |
|--|---|--|
| <b>What was the Royal Society for Science?</b>                               | The Royal Society (founded 1660) represented a revolutionary approach to understanding disease through observation and experimentation rather than relying on ancient authorities like Galen.   | Create a "Scientific Revolution Comparison" showing how the Royal Society's approach to plague differed from medieval methods. Include: sources of authority, investigation methods, types of evidence used, and why this represented a breakthrough in understanding disease. |
| <b>Did treatments for the Plague look any different in the 17th century?</b> | Despite scientific advances, most 17th-century plague treatments remained based on medieval theories, showing how scientific progress was slow to impact ordinary people's lives.   | Design a "Medical Treatment Timeline" from 1348 to 1665 showing continuity and change in plague remedies. Include: treatments that persisted, new approaches that emerged, and explanations for why medical change was so gradual.   |
| <b>What happened during the Great Fire of London?</b>                        | The Great Fire of London (September 1666) burned for four days and destroyed 13,200 houses, but killed remarkably few people, showing how government organization and emergency planning could minimize casualties even in a medieval city. | Create a "Fire Progression News Bulletin" covering September 2-6, 1666 hour by hour. Include: breaking news updates, eyewitness reports, firefighting efforts, evacuation stories, and human-interest pieces. Use Pepys' diary for authentic details.                          |
| <b>How did London rebuild after the fire?</b>                                | Christopher Wren's 51 new churches and innovative city planning transformed London from a medieval city into a modern European capital, but also displaced the poor and changed the city's social geography.                                | Create a "London Makeover Portfolio" showing before/after transformation of one area. Include: street layout changes, new building styles, architectural innovations, social changes, and explanations of how rebuilding created both winners and losers.                      |

How is your progress measured in History in Summer term?

**Summer 1: Cause and consequence**

Why was slavery accepted by European countries? (essay)

How did slavery impact African kingdoms (fact file)

| Emerging  | Achieving   | Excelling  |
|---|---|--|
| <p>I can describe with details why causes or consequences were important</p> <p>I can identify whether a cause or consequence was short-term or long-term</p> | <p>I can describe and explain with details why causes or consequences were important</p> <p>I can explain why a cause or consequence was important in the short-term or long-term</p> | <p>I can explain with details why causes or consequences were important</p> <p>I can describe links between different causes or consequences in detail</p> <p>I can reach a judgement on the most significant cause or consequence</p> |



How is your progress measured in History?

### Summer 2: Assessing interpretations

Why did slavery come to an end? (Essay)

Why was slave resistance so important to ending slavery? (Poster competition)

| Emerging  | Achieving  | Excelling   |
|---|--|---|
| I can describe with details the difference between two interpretations<br><br>I can identify why interpretations might be different | I can describe and explain with details why interpretations are different<br><br>I can suggest strengths and weaknesses of different interpretations | I can explain in detail why interpretations differ using historical context<br><br>I can compare two interpretations and explain how and why they are different<br><br>I can reach a judgement on which is the most accurate interpretation and why |

# Topic: ORDINARY LIVES - New tastes and treasure hunters

*Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard   |
|---|---|---|
| <b>Were coffee houses the original social networks?</b> | London's coffee houses became centres of political debate, business networking, and information exchange, earning the nickname "penny universities" and changing how ideas spread in society.   | Create a "Coffee House Experience Guide"<br>Include: the atmosphere you'd find, conversations you'd overhear, newspapers available, networking opportunities, and how these spaces changed society.   |
| <b>Who were the pirates and profiteers?</b>             | Famous pirates like Blackbeard, Anne Bonny, and Black Caesar each became notorious for different reasons - Blackbeard for his terrifying image with lit fuses in his beard, Anne Bonny for breaking gender roles by fighting disguised as a man, and Black Caesar for being a successful escaped slave turned pirate. | Create a "Pirate Hall of Fame" comparison chart for Blackbeard, Anne Bonny, and Black Caesar. For each pirate include: what made them famous, their most notorious actions, how they challenged expectations, and why people still remember them today. Conclude by voting which pirate was most notorious and explain your reasoning |

# Topic: ORDINARY LIVES - New tastes and treasure hunters

*Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard  |
|---|---|--|
| <b>Were coffee houses the original social networks?</b> | London's coffee houses became centres of political debate, business networking, and information exchange, earning the nickname "penny universities" and changing how ideas spread in society.   | Create a "Coffee House Experience Guide"<br>Include: the atmosphere you'd find, conversations you'd overhear, newspapers available, networking opportunities, and how these spaces changed society.  |
| <b>Who were the pirates and profiteers?</b>             | Famous pirates like Blackbeard, Anne Bonny, and Black Caesar each became notorious for different reasons - Blackbeard for his terrifying image with lit fuses in his beard, Anne Bonny for breaking gender roles by fighting disguised as a man, and Black Caesar for being a successful escaped slave turned pirate. | Create a "Pirate Hall of Fame" comparison chart for Blackbeard, Anne Bonny, and Black Caesar.<br>For each pirate include: what made them famous, their most notorious actions, how they challenged expectations, and why people still remember them today. Conclude by voting which pirate was most notorious and explain your reasoning |

# Topic: CONFLICT - What was the real human cost of Britain's "sweet tooth"?

*Summer Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard   |
|--|---|---|
| <b>What was the triangular trade?</b>                          | The triangular trade was not just an economic system but a human trafficking network that transported an estimated 12.5 million Africans to the Americas, generating enormous profits that funded Britain's industrial development.   | Design a "Triangular Trade Flowchart" showing the movement of goods, people, and profits around the Atlantic. Include: specific products traded, major ports, profit calculations, and connections to British economic growth. Use statistics to show the human cost. |
| <b>What was the Middle Passage?</b>                            | The Middle Passage killed approximately 2 million Africans during transportation, with death rates varying by ship conditions, voyage length, and disease outbreaks, representing one of history's greatest human tragedies.  | Create a "Ship's Log Investigation" analysing a real slave voyage. Calculate mortality rates, identify causes of death, examine the economic calculations behind human cargo, and write a report on what these documents reveal about the Middle Passage reality.     |
| <b>What happened at slave auctions?</b>                        | Slave auctions treated human beings as property by forcing families apart, making people stand on platforms to be inspected like animals, and selling them to the highest bidder - all designed to make maximum profit while destroying people's sense of dignity and hope. | Compare two historical sources about slave auctions - a trader's account book and an abolitionist pamphlet. Identify: what each source shows, what it leaves out, and why historians need multiple sources to understand what really happened.                        |
| <b>How did slavery impact African societies?</b>               | The slave trade devastated African societies by removing millions of people, disrupting traditional economies, and fuelling warfare between communities, effects that lasted long after abolition.  | Create a fact file on a African kingdom showing how the slave trade changed it. Include: the kingdom before European contact, how rulers got involved in slave trading, and what happened to the kingdom's power over time.   |
| <b>What was life like for enslaved people in the colonies?</b> | Enslaved people maintained their humanity through resistance, community building, and cultural preservation despite systematic attempts to dehumanize them, showing remarkable resilience under horrific conditions.  | Design a "Resistance and Survival Exhibition" showing how enslaved people maintained dignity and humanity. Include: forms of resistance, community structures, cultural practices, survival strategies, and testimonies that reveal their experiences.                |

# Topic: CONFLICT - Breaking the chains

## *Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard  |
|---|--|--|
| <b>What was the Abolition movement?</b>   | The abolition movement combined moral arguments, economic interests, and political organization to create the first successful international human rights campaign, establishing methods still used by activists today.  | Design a "Campaign Strategy Guide" analysing abolitionist methods. Include: propaganda techniques, target audiences, political tactics, celebrity endorsements, and compare these with modern human rights campaigns to identify similarities and differences.         |
| <b>How did enslaved people resist?</b>  | Enslaved people survived harsh plantation conditions by creating strong communities, preserving African traditions, and finding ways to resist their owners through work slowdowns, secret meetings, and maintaining their own cultural practices.                                   | Create a "Resistance Types Database" categorizing different forms of slave resistance: passive, active, individual, collective, violent, non-violent. For each category, provide examples, explain effectiveness and risks, and show how resistance evolved over time. |
| <b>What were the Slave Abolition Acts?</b>  | The abolition of slavery happened gradually between 1807-1833, but the government paid £20 million compensation to slave owners for losing their "property" while giving nothing to the enslaved people who had actually suffered, showing that even "progress" can still be unfair. | Create a "Justice vs Politics Analysis" of the 1833 Abolition Act. Include: what it achieved, what it failed to address, who benefited, who was ignored, and evaluate whether it represented genuine justice.  |
| <b>How did slave rebellions help end the slave trade?</b>                               | Major slave rebellions like the Haitian Revolution and Nat Turner's rebellion terrified slave owners and convinced many people that slavery was too dangerous to continue - if enslaved people were willing to fight and die for freedom.  | Create a "Rebellion Comparison Table" comparing two major slave rebellions (e.g., Haitian Revolution vs Nat Turner's rebellion). Include columns for: causes, what happened, immediate results, impact on slave owners, and how each helped the abolition movement.    |
| <b>What role did slave resistance the main factor in the ending of the Slave trade?</b> | Historical interpretations require careful evaluation of evidence and acknowledgment of multiple perspectives, especially when dealing with emotionally charged topics like slavery and resistance.  | Create an "Assessment Improvement Plan" for your slave resistance essay. Include: clearer definition of "main factor," additional specific examples, better acknowledgment of alternative interpretations, and revise one paragraph demonstrating these improvements.  |

# Y9 History

## MIGRATION STORIES

Being a historian: oral histories and presenting an individual migration story for end of year carnival

## Meanwhile, elsewhere: How did the Second World affect America?

Pearl Harbour; Japanese internment; War in the Pacific; Atomic bomb

## Meanwhile, elsewhere: What was life like for Black Americans before WWII?

Plessy v Ferguson; Jim Crow in the South

## Why was the Holocaust allowed to happen?

Ghettos, Police; Einsatzgruppen; Final Solution

## Why was the Holocaust allowed to happen?

Historical anti-Semitism; rise of Hitler; scapegoating; anti-Jewish persecution

## ORDINARY LIVES: What does the Titanic reveal about ordinary lives at the start of the 20<sup>th</sup> century?

Women; rich and poor; Titanic

## ORDINARY LIVES: Smoke, squalor and survival – Did the Industrial Revolution improve lives?

Disease; Housing; Workhouses; Body snatchers and Medicine

## POWER: How did migration change post-war Britain?

NHS and London Underground; Windrush; Enoch Powell; Notting Hill case study

## POWER: How did post-war America change?

Black American challenges to social, economic and political segregation

## CONFLICT: Why did the Britain change after WWI?

Socially, politically and economically

## CONFLICT: Why did the First World War come to an end?

Technology, tactics, allies

## CONFLICT: Why did Trench warfare develop?

Schlieffen Plan; Race to the Sea; Battle of the Somme; Haig

## CONFLICT: Why did WWI break out?

Militarism, Alliance, Imperialism, Nationalism; Assassination of Franz Ferdinand; why did men join up for war in 1914?

## ORDINARY LIVES: Mastering machines - How did the Industrial Revolution transform work?

Industrial inventors; Factories; Mining; Schools

# How do all HISTORY lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in **HISTORY** look like this:

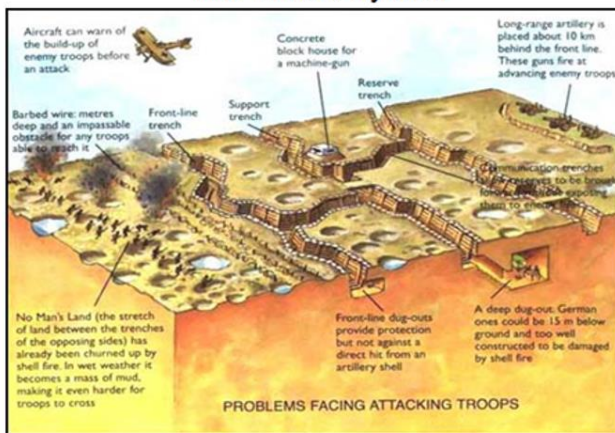
CW

Title: Was the Battle of the Somme a failure?

Copy the following keyword and definition:

**Deadlock:** Neither side can move forward or win.

## The Trench System



Do Now

1. What is a trench?

A trench is...

2. What was the piece of land between two trenches?

The piece of land between two trenches is called...

3. What was the most deadly weapon of WW1?

The most deadly weapon of WW1 was...

4. How large did rats get in the trenches? Rats became the size of...

5. What is a weapon carried by most soldiers? A weapon carried by most soldiers was...

**R** E A D Y T O L E A R N

How is your progress measured in History in Autumn term?

**Autumn 1: Assessing source and interpretation skills**

'Being a Victorian child was grim.' HFDYA?

How far was Britain enjoying a Golden Age (source essay)?

| Emerging  | Achieving  | Excelling   |
|---|--|---|
| I can describe in detail why interpretations are different<br><br>I can suggest strengths and weaknesses of different interpretations | I can explain in detail why interpretations differ using historical knowledge<br><br>I can compare the accuracy of different interpretations<br><br>I can reach a judgement on which is the most accurate interpretation | I can fully explain with details why interpretations differ using historical knowledge<br><br>I can weigh up interpretations and reach a full judgement, supported by a historian's view<br><br>I can reach a judgement on which is the most accurate interpretation and why, by directly evaluating a historian's interpretation |

| Emerging  | Achieving   | Excelling   |
|---|---|---|
| I can describe in detail how useful a source is by referring to its content<br><br>I can link usefulness to the source's nature, origin, or purpose | I can explain in detail how useful a source is by referring to its content, nature, origin, and purpose<br><br>I can compare the usefulness of different sources<br><br>I can reach a judgement on the usefulness of a source | I can fully explain with details the strengths and limitations of a source for an enquiry<br><br>I can reach a full judgement about how far sources help us answer a historical question, using historical knowledge to support my answer<br><br>I can evaluate conflicting evidence and assess the quality of different types of sources |



How is your progress measured in History in Autumn term?

**Autumn 2: Assessing cause and consequence**

Why did the First World War break out? (paragraph)

Why were there changes to Britain after WWI? (essay)

| Emerging   | Achieving   | Excelling  |
|--|---|--|
| I can describe in detail why causes or consequences were important                     | I can explain with details why causes or consequences were important    | I can fully explain with details why causes or consequences were important                         |
| I can describe why a cause or consequence was important in the short-term or long-term | I can identify links between different causes or consequences in detail | I can explain pivotal factors/ripple effects of different causes/ consequences                     |
|  | I can reach a judgement on the most significant cause or consequence    | I can weigh up causes and consequences to reach a full judgement over the most significant and why |

# Topic: Mastering machines - How did the Industrial Revolution transform work?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>How did industrial inventors change Britain?</b>                    | Industrial inventors like James Watt and Richard Arkwright didn't just create new machines - they transformed how people worked by moving production from homes to factories.                | Create an "Industrial Inventors Hall of Fame" poster featuring three key inventors. For each inventor, include their main invention, how it changed working life, and why they were significant for Britain's development. |
| <b>How did factories transform working life?</b>                       | Factory work created the modern idea of "going to work" at set times in a specific place, replacing the flexible home-based work that families had done for centuries.                       | Design a "Factory Life vs Home Life" comparison chart showing working hours, conditions, pay, and family life. Use evidence from factory rules and worker testimonies to explain which was better for workers.             |
| <b>What was life like for miners during the Industrial Revolution?</b> | Mining was one of the most dangerous jobs in Industrial Britain, with miners facing constant threats from explosions, flooding, and cave-ins while working in complete darkness underground. | Write a diary entry from a child miner describing their typical working day underground. Include the dangers they faced, the equipment they used, and how mining affected their health and education.                      |
| <b>How did schools change during the Industrial Revolution?</b>        | Before the Industrial Revolution, most children didn't go to school — but by 1880, it was the law for all children in Britain aged 5 to 10 to attend school.                                 | Compare Victorian school rules with modern school rules and create a "Then and Now" poster showing what has changed and what has stayed the same about education.  |

# Topic: Smoke, squalor and survival – Did the Industrial Revolution improve lives?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard  |
|--|---|--|
| <b>How did disease spread in industrial cities?</b>  | Industrial cities became breeding grounds for deadly diseases like cholera because thousands of people lived in overcrowded areas without proper sewage systems or clean water supplies.                | Create a "Disease Detective" investigation board showing how cholera spread through London in 1854. Include a map, causes of the outbreak, and solutions that were needed to prevent future epidemics.   |
| <b>What was housing like for industrial workers?</b> | Most industrial workers lived in hastily-built back-to-back houses with no running water, shared toilets, and entire families crammed into single rooms.  | Design an "Industrial Housing Improvement Plan" showing the problems with workers' housing and your solutions. Include drawings of before and after housing with explanations of your improvements.  |
| <b>Why were workhouses feared by the poor?</b>       | Workhouses were designed to be so unpleasant that only the truly desperate would enter them - families were separated, food was deliberately poor, and inmates wore uniforms to shame them.             | Write a letter from a workhouse inmate to their family describing daily life inside. Include the rules they must follow, the work they do, and why people feared entering workhouses.  |
| <b>How did body snatchers help advance medicine?</b> | Body snatchers illegally dug up fresh corpses to sell to doctors for medical research because the law only allowed executed criminals to be dissected, but doctors needed bodies to understand anatomy. | Create a "Body Snatching Investigation Board" showing the key people involved (body snatchers, doctors, families), what each group wanted, and how the trade operated. Include a map showing where bodies were stolen and sold, and explain whether you think body snatching was justified for medical progress. |

# Topic: What does the Titanic reveal about ordinary lives at the start of the 20th century?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget   | Work Hard   |
|---|---|---|
| <b>What did the Titanic reveal about women's lives in 1912?</b>                         | Edwardian society had strict rules about how women should behave - they were expected to be gentle, modest, and always need men's help.   | Create a "Women in Edwardian Society" guide showing how women were expected to behave in 1912. Use examples from the Titanic to show how even in a disaster, women had to follow strict social rules about being ladylike and dependent on men.         |
| <b>How did the Titanic show the gap between rich and poor?</b>                          | The Titanic reflected Edwardian Britain's class system where your social position determined everything from the food you ate to whether you lived or died during the disaster. | Design an "Edwardian Class System" pyramid showing the social hierarchy in 1912. Use the Titanic as an example to explain how your social class determined everything from where you lived on the ship to whether you survived the disaster.            |
| <b>What does the Titanic tell us about early 20th century technology and attitudes?</b> | Edwardian Britain was confident that their advanced technology and superior civilization made them masters of nature, which made the Titanic disaster so shocking.              | Write a letter from an Edwardian gentleman to his friend explaining how the Titanic disaster shattered people's belief that Britain was the most advanced and civilized nation in the world. Include how this changed attitudes to progress and safety. |

# Topic: Why did WWI break out?

## *Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>How did militarism create tension in Europe?</b>                              | European countries competed to build the largest armies and most powerful weapons before 1914, creating an arms race where each nation felt threatened by their neighbours' military strength. | Create a "European Arms Race" chart showing military spending and army sizes for different countries in 1914. Explain which country was most responsible for the arms race and why this created tension. |
| <b>Why did European alliances make war more likely?</b>                          | The alliance system meant that a conflict between two countries could drag all of Europe into war, as countries were bound by treaty to defend their allies.                                   | Design an "Alliance Web" diagram showing how European countries were connected by treaties. Use arrows to show how a war between Austria and Serbia could involve all the major powers.                  |
| <b>How did imperialism increase rivalry between European powers?</b>             | European countries competed fiercely for colonies and markets around the world, creating tension when their imperial ambitions clashed.  | Create a "Colonial Competition" map showing European empires in 1914. Highlight areas where countries competed for control and explain why these rivalries made war more likely.                         |
| <b>Why was nationalism a threat to peace in Europe?</b>                          | Nationalism created problems in empires like Austria-Hungary, where different ethnic groups wanted independence.   | Write a "Nationalist's Diary" from someone living in Austria-Hungary explaining why they want independence from the empire. Include their grievances and hopes for their own nation.                     |
| <b>Why was the assassination of Franz Ferdinand the spark that lit the fuse?</b> | The assassination gave Austria-Hungary an excuse to attack Serbia, but it was the alliance system that turned a local dispute into a world war.  | Create a "Crisis Timeline" showing the events from Franz Ferdinand's assassination to Britain declaring war. Explain how each event made war more likely.  |

# Topic: Why did Trench warfare develop?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard  |
|--|---|--|
| <b>Why did the Schlieffen Plan fail?</b>                     | The Schlieffen Plan failed because it relied on defeating France quickly before Russia could mobilise, but it failed due to Belgian and French counter-attacks.   | Create a "Schlieffen Plan Analysis" showing the original plan versus what actually happened. Include a map and timeline explaining why the plan failed.                                      |
| <b>How did the Race to the Sea create the Western Front?</b> | After the Schlieffen Plan failed, both sides tried to outflank each other by extending their lines northward to the sea, creating a continuous line of trenches from Switzerland to the English Channel.                | Design a "Trench System" diagram showing how the Western Front developed. Explain how this created a stalemate.  |
| <b>Why was the Battle of the Somme such a disaster?</b>      | The Battle of the Somme failed because British commanders believed a massive artillery bombardment would destroy German defences, but the Germans had built deep underground bunkers that protected them from shelling. | Write a "Battle of the Somme Report" explaining what the British planned, what went wrong, and why so many soldiers died on the first day. Include casualty figures and soldier experiences. |
| <b>Was General Haig a butcher or a brilliant commander?</b>  | Haig has been called both because he ordered attacks that killed hundreds of thousands of men, but he was also dealing with a new form of warfare where no one knew how to break the deadlock.                          | Create a "Haig on Trial" case with evidence for and against him being a good commander. Include his decisions, casualty rates, and whether he had better alternatives available.             |

# Topic: Why did the First World War come to an end?

*Autumn Term Golden Nuggets and Work Hard*

| Lesson title                                   | Golden nugget  | Work Hard   |
|--|--|---|
| <b>How did new technology change warfare?</b>  | New weapons like poison gas, tanks, and aircraft changed how battles were fought.  | Create a "WWI Technology Exhibition" display showing three new weapons (tanks, poison gas, aircraft). For each weapon, include how it worked, its advantages and disadvantages, and whether it helped end the stalemate.          |
| <b>How did new tactics break the deadlock?</b> | New tactics broke the trench deadlock by coordinating different weapons and units more effectively than mass frontal assaults.   | ? Design a "Battle Tactics Comparison" poster showing old-fashioned frontal attacks versus new combined tactics. Use diagrams and explanations to show why the new methods were more successful at breaking through enemy lines.  |
| <b>How did America's entry change the war?</b> | America's entry provided fresh troops and massive industrial resources when European armies were exhausted, giving the Allies enough strength to launch the final offensives that won the war. | Write a diary entry from a British soldier in 1918 describing how he feels about American troops arriving. Include how the Americans were different from European soldiers and why their arrival gave the Allies hope of winning. |

How is your progress measured in History in Spring term?

**Spring 1: Assessing source and interpretation skills**

Why was the Holocaust allowed to happen? (source paragraph)

Why was Hitler able to rise to power? (interpretations essay)?

| Emerging  | Achieving   | Excelling   |
|---|---|---|
| I can describe in detail how useful a source is by referring to its content<br><br>I can link usefulness to the source's nature, origin, or purpose | I can explain in detail how useful a source is by referring to its content, nature, origin, and purpose<br><br>I can compare the usefulness of different sources<br><br>I can reach a judgement on the usefulness of a source | I can fully explain with details the strengths and limitations of a source for an enquiry<br><br>I can reach a full judgement about how far sources help us answer a historical question, using historical knowledge to support my answer<br><br>I can evaluate conflicting evidence and assess the quality of different types of sources |

| Emerging  | Achieving  | Excelling   |
|---|--|---|
| I can describe in detail why interpretations are different<br><br>I can suggest strengths and weaknesses of different interpretations | I can explain in detail why interpretations differ using historical knowledge<br><br>I can compare the accuracy of different interpretations<br><br>I can reach a judgement on which is the most accurate interpretation | I can fully explain with details why interpretations differ using historical knowledge<br><br>I can weigh up interpretations and reach a full judgement, supported by a historian's view<br><br>I can reach a judgement on which is the most accurate interpretation and why, by directly evaluating a historian's interpretation |



How is your progress measured in History in Spring term?

**Spring 2: Assessing significance**

What was the significance of Plessy v Ferguson?

What was the significance of Peral Harbour?

| Emerging  | Achieving  | Excelling   |
|---|--|---|
| I can describe with details why a person, event or period was historically significant                | I can explain why a person, event or period was historically significant | I can fully explain with details why a person, event or period was historically significant |
| I can identify reasons why something might be historically significant using at least two of the 5 Rs | I can compare the significance of different people, events or periods.   | I can weigh up the different factors and reach a judgement on the most significant and why  |
|   | I can reach a judgement on the most significant factor using the 5 Rs    | I can compare the different 5R criteria and say which is most important in my judgement     |

# Topic: Why was the Holocaust allowed to happen?

## *Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard   |
|--|--|---|
| <b>How did historical anti-Semitism make the Holocaust possible?</b> | Anti-Semitism had existed in Europe for centuries through religious hatred and economic blame, creating prejudices that made it easier for the Nazis to convince people to persecute Jews.   | Create a "History of Anti-Semitism" timeline showing examples of Jewish persecution from medieval times to the 1930s. Explain how this prepared the ground for Nazi persecution.  |
| <b>How did Hitler rise to power?</b>                                 | Hitler came to power by exploiting Germany's economic crisis and promising simple solutions to complex problems, showing how desperate people can be persuaded to support extremist leaders. | Create a "Germany's Crisis" poster showing the problems Germany faced in the 1920s-30s (unemployment, debt, political chaos). Explain how Hitler promised to solve these problems and why desperate people believed him.  |
| <b>How did the Nazis use scapegoating?</b>                           | The Nazis blamed Jews for all of Germany's problems - defeat in WWI, unemployment, and economic crisis - because scapegoating gave people someone to blame for their suffering.              | Imagine you are a young American journalist in the 1930s who is starting to notice how the Nazis are spreading hatred towards Jewish people. Write a short newspaper article explaining: How the Nazis are using antisemitism to gain support / What kinds of messages they are spreading about Jewish people / Why these ideas might have appealed to some Germans after World War |

# Topic: How did the Holocaust happen?

## *Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard   |
|--|---|---|
| <b>How did ghettos isolate and dehumanise Jews?</b>      | Ghettos forced Jews to live behind walls in overcrowded areas with little food, poor sanitation, and disease, making their lives so miserable that they became weak and desperate while being cut off from the outside world. | Write a diary entry from someone living in the Warsaw Ghetto describing daily life. Include the conditions, food shortages, and how the Nazis treated inhabitants.                    |
| <b>How did the Einsatzgruppen carry out mass murder?</b> | The Einsatzgruppen were mobile killing units that followed the German army into Eastern Europe, shooting over a million Jews in mass executions behind the front lines.   | Design a "Mobile Killing Units" fact file explaining what the Einsatzgruppen were, how they operated, and why they were eventually replaced by death camps.                           |
| <b>What was the Final Solution?</b>                      | The Final Solution was the Nazi plan to murder all European Jews using purpose-built death camps designed to kill people efficiently and secretly like a factory process.   | Create a "Final Solution" information board showing the planning, the camps involved, and the scale of murder. Explain how the Nazis organised genocide like an industrial operation. |

# Topic: How did the Second World War affect America?

## *Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget   | Work Hard   |
|--|---|---|
| <b>Why was Pearl Harbour significant?</b>                            | Pearl Harbour brought America into WWII by shocking Americans out of isolationism and giving Roosevelt the public support he needed to fight both Germany and Japan.  | Write a radio broadcast from December 7, 1941 reporting the Pearl Harbour attack. Include eyewitness accounts and explain how this will change America's role in the war.           |
| <b>Why did America intern Japanese Americans?</b>                    | Japanese internment showed how wartime fear and racial prejudice could override constitutional rights, as the government imprisoned American citizens without trial based only on their ethnicity.          | Create a "Japanese Internment" fact file showing where camps were located, what life was like inside, and why this violated American principles of freedom and justice.             |
| <b>How did the war in the Pacific differ from the war in Europe?</b> | The Pacific War involved island-hopping campaigns and brutal jungle fighting against an enemy who preferred death to surrender, making it more vicious than the European conflict.                          | Design a "Two Wars" comparison chart showing the differences between fighting in Europe and the Pacific. Include terrain, tactics, and why the Pacific War was particularly brutal. |
| <b>Was dropping the atomic bomb necessary?</b>                       | The atomic bomb decision remains controversial because while it ended the war quickly and saved Allied lives, it also killed thousands of civilians and introduced weapons that could destroy civilization. | Write a letter from President Truman to the American people in August 1945 explaining why he decided to drop the atomic bomb on Japan. Include his reasons and concerns.            |

# Topic: What was life like for Black Americans before WWII?

*Spring Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>What was the significance of Plessy v Ferguson?</b>             | Plessy v Ferguson made racial segregation legal by ruling that "separate but equal" facilities were constitutional, giving legal approval to discrimination for over 60 years.   | Write a newspaper report from 1896 explaining the Plessy v Ferguson decision and what it means for Black Americans in the South. Include reactions from both sides.  |
| <b>How did Jim Crow laws control Black Americans in the South?</b> | Jim Crow laws controlled every aspect of Black Americans' lives from where they could eat and sleep to which schools they attended, creating a system of legal racial apartheid. | Write a diary entry from a Black American child in the 1920s describing a typical day in the South. Include which facilities they can and cannot use, what schools are like, and how segregation affects their daily life. |

How is your progress measured in History in Summer term?

**Summer 1: Assessing change and continuity**

How far did the lives of Black Americans change after WWII?

How did migration change post-war Britain?

| Emerging  | Achieving  | Excelling   |
|---|--|---|
| I can describe in detail why changes or continuities were important | I can explain in detail why some changes or continuities were more important than others | I can fully explain with details why a period had important changes and continuities                                |
| I can suggest a pivotal change or important continuity              | I can compare different changes or continuities across the period                        | I can compare the pace and extent of changes and continuities and say which had the biggest impact                  |
|   | I can reach a judgement on which is the most important change or continuity.             | I can weigh up changes and continuities to reach a full judgement, using a historian's view to support my judgement |

# Topic: How did post-war America change?

## *Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard   |
|---|--|---|
| <b>How did the Montgomery Bus Boycott challenge social segregation?</b>         | The Montgomery Bus Boycott showed that Black Americans could use economic pressure to challenge segregation by refusing to use buses until they were treated equally.                                  | Create a "Montgomery Bus Boycott" timeline showing what happened from Rosa Parks' arrest to the end of the boycott. Include key events and why it was successful.                                 |
| <b>How did sit-ins and freedom rides challenge social segregation?</b>          | Sit-ins and freedom rides challenged segregation by deliberately breaking racist laws in public places, forcing authorities to end segregation.  | Write a diary entry from a student taking part in a lunch counter sit-in. Describe what you do, how people react, and why you're willing to be arrested for equality.                             |
| <b>How did Martin Luther King lead the civil rights movement?</b>               | Martin Luther King believed in non-violent protest and used his powerful speeches and Christian beliefs to inspire millions of Americans to fight for civil rights.                                    | Write a speech in the style of Martin Luther King explaining why non-violent protest is the best way to fight racism. Include his key beliefs and why violence would hurt the civil rights cause. |
| <b>How did Malcolm X offer a different approach to civil rights?</b>            | Malcolm X believed Black Americans should defend themselves with violence if necessary and create separate Black institutions.   | Create a "Malcolm X vs Martin Luther King" comparison poster showing their different approaches to civil rights. Include their methods, beliefs, and why some people preferred each approach.     |
| <b>How did the Selma to Montgomery marches challenge political segregation?</b> | The Selma to Montgomery marches challenged political segregation by showing the world the violence Black Americans faced when trying to vote, forcing the government to pass the Voting Rights Act.    | Design a "Selma March" news report showing the violence protesters faced on "Bloody Sunday" and explaining how this shocked America into supporting voting rights.                                |
| <b>How did the Civil Rights Acts change America?</b>                            | The Civil Rights Acts of 1964 and 1968 made racial discrimination illegal in jobs, housing, and public places, giving the government power to punish people and businesses that practiced segregation. | Create a "Before and After Civil Rights Acts" poster showing what was legal before 1964 and what became illegal after. Include examples of how these laws changed daily life for Black Americans. |

# Topic: How did migration change post-war Britain?

## *Summer Term Golden Nuggets and Work Hard*

| Lesson title  | Golden nugget  | Work Hard   |
|---|--|---|
| <b>How did the NHS and London Underground recruit Caribbean workers?</b>      | Britain actively recruited workers from the Caribbean to fill labour shortages in essential services, showing that post-war immigration was invited to help rebuild the country.                 | Create a recruitment poster from the 1940s encouraging Caribbean workers to come to Britain. Include the jobs available, benefits offered, and why Britain needed their help.         |
| <b>What was the significance of the Windrush generation?</b>                  | The Windrush generation were the first large group of Caribbean immigrants who helped rebuild Britain after WWII, but faced discrimination despite being invited as British citizens.            | Write a letter from a Windrush passenger to their family back home describing their first impressions of Britain. Include their hopes, challenges, and experiences of discrimination. |
| <b>How did Enoch Powell's 'Rivers of Blood' speech affect race relations?</b> | Powell's speech increased racial tension by predicting violence from immigration, giving political respectability to racist views and making integration more difficult.                         | Create a newspaper front page from 1968 reporting on Powell's speech. Include reactions from different groups and explain how political speeches can increase prejudice.              |
| <b>What does the Notting Hill case study reveal about immigration?</b>        | Notting Hill shows how Caribbean immigrants created vibrant communities despite facing housing discrimination and racial violence, eventually transforming areas through cultural contributions. | Design a "Notting Hill Then and Now" comparison showing how Caribbean immigration changed the area from the 1950s to today. Include housing, culture, and community development.      |



# Topic: Being a historian: oral histories

## *Summer Term Golden Nuggets and Work Hard*

| Lesson title   | Golden nugget  | Work Hard  |
|--|--|--|
| <b>How do historians use oral histories?</b>             | Oral histories let historians understand what migration felt like for real people - their fears, hopes, and daily experiences - which official government documents about immigration numbers and policies cannot tell us. | Interview a family member about a significant change in their life and create a mini oral history project. Include what you learned and what questions oral histories can and cannot answer.   |
| <b>How do you present an individual migration story?</b> | Oral histories need to be presented carefully as they help audiences understand individual stories within the bigger picture of migration.   | Use the oral history you collected in the previous lesson to create a presentation for the carnival. Include quotes from your interview, historical context about migration in that time period, and explain what this story reveals about the migration experience. |