

History



Head of Department: Mr Jack Hewett

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 15th 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.	True
2. Ibn Sina believed doctors should rely only on ancient books without observing patients.	False
3. Al-Razi was the first doctor to correctly tell the difference between smallpox and measles.	True
4. Islamic hospitals were dirty, disorganised places.	False
5. Al-Zahrawi invented over 200 new surgical instruments.	True

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: Interpretation / Significance

Does Genghis Khan really deserve to be remembered as a brutal barbarian? Interpretation

Why was the Bristol Bus Boycott significant? Significance

Autumn 2: Cause and consequence

Who had the strongest claim to the English throne in 1066? Cause and consequence

AP1: Why did William win the Battle of Hastings? Cause and consequence

Year 7 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened (P)	I can identify a reason something happened, support it with specific evidence (facts) and explain what this led to (Exp)	I can say how important a reason was by using the language of extent (Ext)
I can describe this with specific evidence (facts) (Ev)		I can give my opinion (whether I agree or disagree) and explain what's the most significant factor
I can state my opinion (whether I agree or disagree)	I can give my opinion (whether I agree or disagree) and provide detail to support my judgement	I can make inferences supported by detail
I can identify what I see, or what the source says with some detail	I can describe what the source says with specific detail	I can describe how the nature, origin or purpose (NOP) affect the source
I can select a specific detail (a quote or a feature) from the source	I can make an inference — what this suggests about the past	I can give a judgement on how far I am convinced the interpretation 'got it right'
I can identify simply what an interpretation says	I can support / challenge sources and interpretations with some own knowledge	I can support / challenge sources and interpretations with some own knowledge
I can select a specific quote or detail from it		

Y7: What is history? What is the work of a historian?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What is history?	Emerging (catching up): Identify what History is. Achieving (keeping up): Describe in detail how historians use evidence from the past to investigate people, events and societies. Excelling (going beyond): (going beyond): Give details to explain how historians use evidence to build interpretations of the past and reach a judgement on whether we can truly know what happened in the past.	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.
Why is chronology important to history?	Emerging (catching up): Identify what chronology is and how historians use it. Achieving (keeping up): Describe in detail how chronology allows historians to place events in the correct order and see how one event can lead to another over time. Excelling (going beyond): (going beyond): Give details to explain why chronology helps historians understand change, continuity, causes and consequences and reach a judgement on whether it is one of the most important skills in History.	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.
What is the work of a historian?	Emerging (catching up): Identify the methods historians use to investigate the past. Achieving (keeping up): Describe in detail how historians investigate mystery objects, analyse sources, compare evidence and build up a picture of life in the past. Excelling (going beyond): (going beyond): Give details to explain how historians reach conclusions about the past and reach a judgement on why different historians can disagree about the same evidence.	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.

Y7: What is history? What is the work of a historian?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How significant was Julius Caesar?	Emerging (catching up): Identify the reasons why Julius Caesar was significant. Achieving (keeping up): Describe in detail how Caesar conquered Gaul, became one of Rome's most powerful generals, was assassinated in the Senate and helped bring about the end of the Roman Republic. Excelling (going beyond): (going beyond): Give details to explain why Julius Caesar was significant and reach a judgement on whether his most important achievement was his military conquests, his impact on Roman politics or the legacy he left behind.	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.
What happened to the Tollund Man? Source enquiry - analysing archaeological evidence	Emerging (catching up): Identify the evidence historians have about the death of the Tollund Man. Achieving (keeping up): Describe in detail what the discovery of the body, the scientific examination, carbon dating evidence and Tacitus' account suggest about who the Tollund Man was and how he died. Excelling (going beyond): (going beyond): Give details to explain what happened to the Tollund Man and reach a judgement on whether he was sacrificed to please the gods or executed as a criminal.	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.
Who was the real Genghis Khan? - Understanding different perspectives	Emerging (catching up): Identify the ways Pankhurst tried to win women the vote. Achieving (keeping up): Describe in detail how militant Suffragette tactics, hunger strikes, and women's contribution to the First World War helped to change attitudes towards women's rights. Excelling (going beyond): (going beyond): Give details to explain how far Pankhurst changed the rights of women and reach a judgement on whether women's suffrage was won mainly because of her campaigning or because of women's contribution during the First World War.	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.

Y7: What is history? What is the work of a historian?

Autumn Term Golden Nuggets and Work Hard

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How much did Pankhurst change the rights of women?	Emerging (catching up): Identify the ways Pankhurst tried to win women the vote. Achieving (keeping up): Describe in detail how militant Suffragette tactics, hunger strikes, and women's contribution to the First World War helped to change attitudes towards women's rights. [Excelling (going beyond): (going beyond): Give details to explain how far Pankhurst changed the rights of women and reach a judgement on whether women's suffrage was won mainly because of her campaigning or because of women's contribution during the First World War.	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.
What were the causes and consequences of the Bristol Bus Boycott?	Emerging (catching up): Identify the causes and consequences of the Bristol Bus Boycott. Achieving (keeping up): Describe in detail how discrimination against Black and Asian workers, the TGWU colour bar and the treatment of Guy Bailey led to the boycott, and how the campaign led to changes in employment and race relations Excelling (going beyond): (going beyond): Give details to explain how long-term racism and the treatment of Guy Bailey caused the Bristol Bus Boycott and reach a judgement on whether the Race Relations Act (1965) was its most important consequence.	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.

Y7: 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?	Emerging (catching up): Identify the different groups in Anglo-Saxon society and put them in order of power Achieving (keeping up): Describe in detail the role each group played and how loyalty and land connected them Excelling (going beyond): (going beyond): Explain why the hierarchy worked and reach a judgement on whether control was the main reason for its creation.	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?	Emerging (catching up): Identify who the Vikings were and the reasons they raided Anglo-Saxon England Achieving (keeping up): Describe in detail why England was a tempting and vulnerable target for the Vikings Excelling (going beyond): (going beyond): Explain the factors which made England vulnerable to invasion and reach a judgement on how best it could be avoided.	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?	Emerging (catching up): Identify the ways the Church changed life and beliefs in Anglo-Saxon England Achieving (keeping up): Describe in detail how the Church converted people and the different roles it came to play in society Excelling (going beyond): (going beyond): Explain how far the Church transformed Anglo-Saxon England and reach a judgement on how far beliefs had changed.	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.

Y7: MOVEMENT & SETTLEMENT - How did the Normans conquer England?

Lesson title	Golden nugget	Work Hard
Who were the contenders for the throne in 1066?	Emerging (catching up): Identify the contenders for the English throne in 1066 Achieving (keeping up): Describe in detail the claim each contender had to the throne Excelling (going beyond): (going beyond): Give details to explain the strengths / weaknesses of each contenders claim and reach a judgement on who had the strongest claim	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.
The Battle of Hastings - How did the Normans conquer England? (1)	Emerging (catching up): Identify the key events of the Battle of Hastings Achieving (keeping up): Describe in detail what happened during the battle including the feigned retreat and Harold's death Excelling (going beyond): (going beyond): Give details to explain how the events unfolded and reach a judgement on the critical moment in the battle that ensured William's victory	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.
The Battle of Hastings - How did the Normans conquer England? (2)	Emerging (catching up): Identify the reasons why William won the Battle of Hastings Achieving (keeping up): Describe in detail how William's strengths and Harold's weaknesses shaped the outcome Excelling (going beyond): (going beyond): Give details to explain why William won and reach a judgement on whether his victory was due to his own skill, Harold's mistakes or luck.	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.

Y7: MOVEMENT & SETTLEMENT - How did the Norman Conquest change England?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did the Normans reshape society? Change and continuity: feudal system, castles, language and laws.	Emerging (catching up): Identify the ways the Normans reshaped English society after 1066 Achieving (keeping up): Describe in detail how the feudal system, castles, language and laws changed life in England Excelling (going beyond): (going beyond): Give details to explain how far the Normans reshaped society and whether there was more change or continuity	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.
How did the Domesday Book help William control England?	Emerging (catching up): Identify what the Domesday Book recorded Achieving (keeping up): Describe in detail how the Domesday Book recorded and give detail around how it helped William gain control Excelling (going beyond): (going beyond): Give details to explain how the Domesday Book helped William control England and reach a judgement on whether it mattered more than the feudal system and castles.	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.
Why did William 'Harry the North'?	Emerging (catching up): Identify what the Harrying of the North was Achieving (keeping up): Describe in detail how the Harrying of the North was and give detail around how and why William did it Excelling (going beyond): (going beyond): Give details to explain why William harried the North and reach a judgement on whether it makes William one of England's most ruthless kings.	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: Source analysis / Interpretation

Why was Thomas Becket murdered? Source analysis

Who held the power in Medieval England? Interpretation

Spring 2: Change and continuity

How much changed in England after the Black Death? Change and continuity

How far did Islamic scholars transform medicine? Change and continuity

Year 7 'I can' statements

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Y7: POWER - What was Medieval life like?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What was Medieval life like?	Emerging (catching up): Identify the key features of medieval life Achieving (keeping up): Describe in detail the key features of medieval life and give detail around the work, homes and beliefs of ordinary people Excelling (going beyond): (going beyond): Give details to explain what medieval life was like and reach a judgement on what was the most significant factor in shaping a peasant's life.	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.
What role did women play in Medieval society? Focus on Queen Matilda as a case study	Emerging (catching up): Identify the roles women played in medieval society Achieving (keeping up): Describe in detail the roles women played in medieval society and give detail around how Matilda challenged them Excelling (going beyond): (going beyond): Give details to explain the role of women in medieval society and reach a judgement on whether Matilda proves medieval women could be just as successful rulers as men.	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.
How was Medieval society structured?	Emerging (catching up): Identify the groups in the feudal system Achieving (keeping up): Describe in detail the groups in the feudal system and give detail around what each one gave and received Excelling (going beyond): (going beyond): Give details to explain how the feudal system worked and reach a judgement on how effective it was at giving kings control over England.	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.

Y7: POWER - Who has more powerful - King, Church or Parliament?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What was the role of the Church in Medieval society?	Emerging (catching up): Identify the roles the Church played in medieval society. Achieving (keeping up): Describe in detail the roles the Church played in medieval society and give detail around land, education and power made it powerful. Excelling (going beyond): (going beyond): Give details to explain the role of the Church in medieval society and reach a judgement on its power vs monarchs.	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.
Why was Thomas Becket murdered? Henry II and the murder of Thomas Becket	Emerging (catching up): Identify who Thomas Becket was and how he died Achieving (keeping up): Describe in detail who Thomas Becket was and give detail around why he and Henry II came into conflict Excelling (going beyond): (going beyond): Give details to explain the death of Thomas Becket and reach a judgement on what this shows us about the power of monarchs.	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.
Does bad King John deserve his title?	Emerging (catching up): Identify the reasons King John faced opposition Achieving (keeping up): Describe in detail the reasons King John faced opposition and give detail around his failures Excelling (going beyond): (going beyond): Give details to explain why King John faced opposition and reach a judgement on which problem turned the barons against him the most	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.
What was the Magna Carta and why was it significant?	Emerging (catching up): Identify what Magna Carta was Achieving (keeping up): Describe in detail what Magna Carta was and give detail around what it promised and who it protected. Excelling (going beyond): (going beyond): Give details to explain why Magna Carta was important and reach a judgement on whether it achieved its aim.	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.

Y7: POWER - Meanwhile, Elsewhere: What was Medieval Mali like?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Who held the power in Medieval England?	Emerging (catching up): Identify the groups that held power in Medieval England Achieving (keeping up): Describe in detail the powers of kings, barons and the Church, including castles, the feudal system, taxation, land ownership, knights, religion and influence over everyday life. Excelling (going beyond): (going beyond): Give details to explain why kings, barons and the Church were powerful and reach a judgement on which group held the most power in Medieval England.	Analyse evidence about the power of kings, barons and the Church and write a judgement explaining who held the most power in Medieval England.
Were all Medieval Kings the same?	Emerging (catching up): Identify who Mansa Musa was and why Mali was so wealthy Achieving (keeping up): Describe in detail who Mansa Musa was and give detail around why his reign was so influential Excelling (going beyond): (going beyond): Give details to explain the similarities / differences between Mansa Musa and an English king and reach a judgement.	Analyse source evidence about Mansa Musa's wealth and power and use this to write an explanation why Mali became one of the richest empires in the medieval world.

Y7: 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
What was the causes of the Black Death?	Emerging (catching up): Name the causes medieval people gave for the Black Death (supernatural / religious / bad air) Achieving (keeping up): Describe in detail the causes medieval people gave for the Black Death and give detail around what they believed (the planets ,God's punishment, miasma). Excelling (going beyond): (going beyond): Give details to explain both the religious and the natural causes people believed in, and reach a judgement on whether a better understanding of the Black Death would have changed anything.	Create an infographic of the Black Death and explain how infected rats, fleas and trading ships spread the disease across Europe and into England.
How did you know if you had the Black Death?	Emerging (catching up): Identify the symptoms of the Black Death Achieving (keeping up): Describe in detail the symptoms of the Black Death and give detail around what they were like to suffer Excelling (going beyond): (going beyond): Give details to describe the symptoms of the Black Death and reach a judgement on which was the worst and why.	Write a diary entry as someone who has just caught the Black Death. Describe the symptoms you have and what each one feels like, say which is the worst, and explain whether you think you will survive.
What were the causes of the Peasants' Revolt of 1381?	Emerging (catching up): Name the causes of the Peasants' Revolt Achieving (keeping up): Describe in detail the causes of the Peasants' Revolt and give detail around the Statute of Labourers and Poll Tax. Excelling (going beyond): (going beyond): Give details to explain the long-term causes (the Black Death labour shortage and the Statute of Labourers capping wages) and short-term trigger (Poll Tax) and reach a judgement on which the more important	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.
What were the key features of the Peasants' Revolt?	Emerging (catching up): Name the key events of the Peasants' Revolt Achieving (keeping up): Name the key events of the Peasants' Revolt and give detail around what happened when the peasants marched on London and met the king Excelling (going beyond): (going beyond): Give details	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

Y7: ORDINARY LIVES - How advanced was Islamic medicine?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Did Islamic civilizations create the first modern hospitals?	Emerging (catching up): Name the features of an Islamic hospitals. Achieving (keeping up): Describe in detail the features of an Islamic hospital and give detail around what made them so advanced for the time - free care for everyone, trained and licensed doctors and mental-health treatments. Excelling (going beyond): (going beyond): Give details to explain how the features of Islamic hospitals - free treatment for all, separate wards, in-house pharmacies, trained doctors and mental-health care - were like those of a modern hospital, and reach a judgement on how advanced European hospitals were in comparison.	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.
Who were the Islamic medical pioneers?	Emerging (catching up): Name the Islamic medical pioneers, such as Ibn Sina, Al-Razi and Al-Zahrawi Achieving (keeping up): Describe in detail the Islamic medical pioneers and give detail around what made each one important - Ibn Sina's <i>Canon of Medicine</i>, Al-Razi telling smallpox from measles, and Al-Zahrawi's 200+ surgical tools Excelling (going beyond): (going beyond): Give details to explain the achievements of the Islamic medical pioneers - Ibn Sina's <i>Canon of Medicine</i>, Al-Razi's careful observation, and Al-Zahrawi's surgery - and reach a judgement on which pioneer made the biggest impact on medicine.	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.
How far did Islamic medicines treat diseases?	Emerging— Name the ways Islamic doctors treated diseases. Achieving (keeping up): – Name the ways Islamic doctors treated diseases and give detail around specific treatments — isolating smallpox patients, herbal diuretics for kidney stones, and gardens and music for sadness Excelling (going beyond): – Give details to explain how Islamic doctors treated different diseases — isolation for smallpox, herbal remedies for kidney stones, and calming therapies for melancholy — and reach a judgement on	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

How is your progress measured in History in Summer term?

Summer 1: Cause and consequence / Interpretation

Why did the War of the Roses break out? Cause and consequence

What happened to the Princes in the Tower? Interpretation

Summer 2: Source analysis / Significance

Why was Sunni Ali so powerful? Source analysis

AP2: How powerful were medieval monarchs? Significance

Year 7 'I can' statements

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Y7: 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
Why was there a power vacuum in England in the 15th century?	Emerging— Name the reasons there was a power vacuum in 15th-century England, such as weak kingship, defeat in France and rival nobles Achieving (keeping up): – Describe in detail the reasons for the power vacuum and give detail around each — Henry VI's weak rule and bouts of mental illness, the loss of the Hundred Years' War, and the rivalry between Lancaster and York Excelling (going beyond): – Give details to explain the reasons for the power vacuum — Henry VI's weakness, defeat in France, and the Lancaster–York rivalry — and reach a judgement on which was the most important cause	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.
Why did the Wars of the Roses begin?	Emerging— Name the two rival families in the Wars of the Roses — Lancaster (red rose) and York (white rose) Achieving (keeping up): – Describe in detail the two rival families and give detail around the causes of the war (both descended from Edward III, Henry IV seized the throne by force, and Henry VI was a weak and mentally ill) Excelling (going beyond): – Give details to explain why the Wars of the Roses began — the rival claims of Lancaster and York, the precedent set when Henry IV took the throne by force, and Henry VI's weakness — and reach a judgement on which was the most important cause.	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.
How did a family feud turn to civil war?	Emerging (catching up): Identify the main events that increased tensions between Richard, Duke of York, and King Henry VI. Achieving (keeping up): Describe in detail how Richard became Lord Protector when Henry VI fell ill, used his power to reward supporters and punish enemies, fought at St Albans after Henry recovered, and became involved in the failed peace of Loveday. Excelling (going beyond): (going beyond): Give details to explain how Richard's actions, Henry VI's recovery and the desire for revenge after St Albans turned a family feud into a civil war, and reach a judgement on the most important cause of the conflict.	

Y7: 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
What happened on the bloodiest day on English soil?	Emerging (catching up): Identify the key events of the Battle of Towton Achieving (keeping up): Describe in detail how the Lancastrians began the battle with the advantage of the high ground, how a snowstorm helped the Yorkist archers, and how the arrival of the Duke of Norfolk's reinforcements turned the battle in Edward's favour. Excelling (going beyond): (going beyond): Give details to explain how the weather, Lancastrian decisions and the arrival of reinforcements led to Edward's victory, and reach a judgement on the most important reason why the Yorkists won at Towton.	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.
How did the War of the Roses affect ordinary people?	Emerging (catching up): Identify ways the Wars of the Roses affected ordinary people. Achieving (keeping up): Describe in detail the Wars of the Roses affected ordinary people and give details about the impact of fighting on local communities. Excelling (going beyond): (going beyond): Give details to explain how the Wars of the Roses affected ordinary people and reach a judgement on whether the impact was as severe for ordinary people as it was for the nobility.	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.
How did the War of the Roses end?	Emerging (catching up): Identify the events that ended the Wars of the Roses. Achieving (keeping up): Describe in detail the events that ended the Wars of the Roses and give details about Henry Tudor's victory at Bosworth. Excelling (going beyond): (going beyond): Give details to explain how Henry VII brought the Wars of the Roses to an end and reach a judgement on which action did the most to secure peace.	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.

Y7: CONFLICT - Historical investigation: What happened to the princes in the tower?

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Who were the Princes in the Tower?	Emerging (catching up): Identify who the Princes in the Tower were and where they were last seen. Achieving (keeping up): Describe in detail what happened to the Princes after the death of Edward IV, including their imprisonment in the Tower, Richard III's declaring them illegitimate, and their disappearance in 1483. Excelling (going beyond): (going beyond): Give details to explain why the Princes disappeared and reach a judgement on which suspect had the strongest motive and opportunity to remove them.	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.
What evidence do we have about the Princes' disappearance?	Emerging (catching up): Identify the key pieces of evidence about the disappearance of the Princes in the Tower. Achieving (keeping up): Describe in detail what Dominic Mancini, Thomas More, the bones found in the Tower and Richard III's official actions tell us about the Princes' disappearance. Excelling (going beyond): (going beyond): Give details to explain the strengths and weaknesses of the evidence and reach a judgement on the main problem historians face when trying to discover what happened to the Princes.	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.
Why was the discovery of Richard III so important?	Emerging (catching up): Identify how and where Richard III's skeleton was discovered Achieving (keeping up): Describe in detail how archaeologists found Richard III used evidence such as his curved spine, battle wounds and DNA from a living relative to identify him. Excelling (going beyond): (going beyond): Give details to explain how archaeology, forensic science and DNA evidence solved a 500-year-old mystery and reach a judgement on why the discovery was so important for historians' understanding of Richard III.	Create an analysis report for Richard III and explain how historians identified the remains of a medieval king.

Y7: CONFLICT - Meanwhile, Elsewhere: The Songhai Empire

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Why was Sunni Ali able to build the Songhai Empire?	Emerging (catching up): Identify the main reasons why Sunni Ali became powerful. Achieving (keeping up): – Describe in detail how Sunni Ali used a cavalry army, a river navy, alliances with local chiefs, and the conquest of Timbuktu and Jenne to expand his power. Excelling (going beyond): – Give details to explain why Sunni Ali was able to build the Songhai Empire and reach a judgement on whether his conquest of Timbuktu was his greatest achievement.	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.
What made Sunni Ali's military so effective?	Emerging (catching up): Identify the tactics Sunni Ali used to win battles Achieving (keeping up): Describe in detail how Sunni Ali used cavalry, war canoes on the Niger River, sieges and knowledge of the terrain to defeat his enemies Excelling (going beyond): (going beyond): Give details to explain how Sunni Ali's military tactics worked together and reach a judgement on how far war canoes were important to his military success.	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.

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: Plague and Pestilence

Royal Society for Science; Did treatments for the Plague look any different in the 17th century?

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

EMPIRE- How did the British build an Empire?

The creation of the empire;

The successes and failures of the empire; interpretations

EMPIRE- How did the British build an Empire? The creation of the empire;

The creation of the empire; East India Company

ORDINARY LIVES: Did new tastes and treasure hunters transform Britain?

How did new tastes transform Britain? Were coffee houses the original social networks?

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

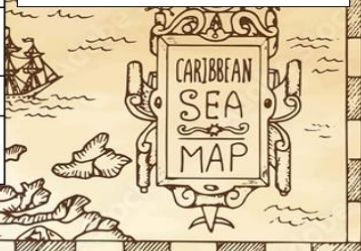
Lesson 3: Who were the most notorious pirates?

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 far did Henry VIII change the power of the Church in England? Change and continuity

How successful was Elizabeth in establishing a religious settlement? Change and continuity

Autumn 2: Cause and consequence / Change and continuity

Why did the plotters try and blow up Parliament? Cause and consequence

AP1: Why did Elizabeth I change what it meant to be a monarch? Change and continuity

Year 8 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened, support it with specific evidence (facts) and explain what this led to (PEE)	I can say how important a reason was by using the language of extent (PEEE)	I can say how important reasons were by using the language of extent multiple times (PEEE x2)
I can give my opinion (whether I agree or disagree) and provide some detail to support my judgement	I can give my opinion (whether I agree or disagree) and explain what's the most significant factor	I can give my opinion (whether I agree or disagree) and explain what's the most significant factor when making my judgement
I can describe what the source says with specific detail	I can make inferences supported by detail	I can make multiple inferences supported by detail
I can make an inference — what this suggests about the past	I can describe how the nature, origin or purpose (NOP) affect the source	I can explain how the nature, origin or purpose (NOP) affects the source
I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far I am convinced the interpretation 'got it right'	I can give a judgement on how far the interpretation 'got it right', comparing both interpretations
	I can support / challenge sources and interpretations with some own knowledge	I can give a therefore judgement on how far the source answers the question

Y8: Were the Tudors the ultimate power family?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How significant was the Tudor Dynasty?	Emerging (knowledge): identify who the Tudors were and describe some Tudor changes. Achieving (work hard): explain how Tudor changes affected England and assess why some changes were more important than others. Excelling (thinking hard): make a judgement about how significant the Tudor Dynasty was, using evidence and the 5 Rs to support my view.	Create a "Why Do the Tudors Still Matter?" museum exhibition display. Include an introduction explaining who the Tudors were, four sections showing how they changed England through religion, royal power, arts and learning, and exploration, and captions explaining the importance of each change. Finish with a curator's verdict judging which Tudor change was the most significant and why.
How did Henry VIII limit the power of the Church?	Emerging (catching up): identify how Henry VIII broke away from Rome in 1534. Achieving (keeping up): explain how Henry VIII broke from Rome and how this changed who held religious power in England. Excelling (going beyond): (going beyond): make a judgement about how important Henry VIII's break from Rome was in shifting power from the Pope to the English monarchy, using evidence to support my view.	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.
Why did Henry VIII seek a divorce?	Emerging (catching up): Identify that Henry VIII's "Great Matter" was about having a male heir. Achieving (keeping up): – Identify that Henry VIII's "Great Matter" was about securing a male heir and explain why this was important. Excelling (going beyond): – Explain why Henry VIII's need for a male heir made the "Great Matter" a serious political crisis and reach a judgement on whether it was more about politics or personal reasons.	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!

Y8: Were the Tudors the ultimate power family?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What was the Dissolution of the Monasteries?	Emerging (catching up): Identify that the Dissolution made Henry VIII richer. Achieving (keeping up): – Identify that the Dissolution took land and wealth from monasteries and explain why this made Henry VIII powerful. Excelling (going beyond): – Explain how the Dissolution redistributed land and wealth and judge how important it was for Henry VIII's power.	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.
How strong was the boy king?	Emerging (catching up): Identify that Edward VI did not rule alone. Achieving (keeping up): – Identify that Edward VI's councillors ruled for him and explain why. Excelling (going beyond): – Explain how Somerset and Northumberland controlled power and make a judgement on how much Edward VI really ruled.	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,
How Bloody was Bloody Mary?	Emerging (catching up): Identify that Mary I punished Protestants. Achieving (keeping up): – Identify that Mary I burned Protestants and explain why she gained the nickname "Bloody Mary." Excelling (going beyond): – Explain why Mary I persecuted Protestants and make a judgement on whether she deserved the name "Bloody Mary."	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.

Y8: Elizabeth's challenges and triumphs

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Did Elizabeth have the heart and stomach of a king?	Emerging (catching up): Identify that Elizabeth I gave the Tilbury speech. Achieving (keeping up): – Identify that Elizabeth I gave the Tilbury speech and explain that she combined feminine imagery and masculine language to show strength and authority. Excelling (going beyond): – Explain that Elizabeth I's Tilbury speech combined feminine imagery with masculine authority to redefine queenship, and judge how far this created an effective 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
How did Elizabeth establish her religious settlement?	Emerging (catching up): Identify that Elizabeth I introduced the Religious Settlement in 1559. Achieving (keeping up): – Explain the key aspects of the Religious Settlement and explain how they brought religious stability. Excelling (going beyond): – Explain that Elizabeth I's Religious Settlement (1559) was a deliberate compromise that prioritised political stability over religious purity, and judge how successful this was .	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.
What threats did Elizabeth face as queen?	Emerging (catching up): Identify that Elizabeth I faced several challenges during her reign. Achieving (keeping up): – Identify that Elizabeth I faced multiple threats, including Catholic plots, foreign invasion and pressure to marry, and explain why these were significant challenges. Excelling (going beyond): – Explain that Elizabeth I faced multiple threats such as Catholic plots, foreign invasion, succession issues, and pressure to marry, and judge how successfully she managed these challenges while maintaining 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.

Y8: Elizabeth's challenges and triumphs

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did Elizabeth defeat the Spanish Armada?	Emerging (catching up): Identify that the Spanish Armada was defeated in 1588. Achieving (keeping up): – Identify that the Spanish Armada was defeated in 1588 and explain that this was due to factors such as weather, Spanish weaknesses, and English naval tactics. Excelling (going beyond): – Explain that the defeat of the Spanish Armada in 1588 was caused by a combination of factors including weather, Spanish logistical failures and English naval tactics, and judge how far this victory changed England's international reputation and 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.

Y8: The Gunpowder Plot and growing tensions

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Why did the plotters want to blow up the King?	Emerging (catching up): Identify that the Gunpowder Plotters wanted to kill King James I .Achieving (keeping up): – Identify that the Gunpowder Plotters wanted to kill King James I and explain that this was because he increased persecution of Catholics Excelling (going beyond): – Explain that the Gunpowder Plotters wanted to kill King James I because he increased persecution through fines and enforced Protestant worship, and judge how far this made extreme action appear justified to the plotters.	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.
Who was the mastermind behind the Gunpowder plot?	Emerging (catching up): Identify that Guy Fawkes and Robert Catesby were involved in the Gunpowder Plot. Achieving (keeping up): – Identify that Guy Fawkes and Robert Catesby were involved in the Gunpowder Plot and explain that Fawkes was chosen for his explosives skills while Catesby was the leader. Excelling (going beyond): – Explain that Guy Fawkes was a soldier with explosives expertise and Robert Catesby was the wealthy mastermind who recruited him, and judge why Catesby was the true leader despite Fawkes' key technical role.	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.
Was the Gunpowder Plot a Catholic conspiracy or a government set-up?	Emerging (catching up): identify the main events of the Gunpowder Plot and describe why some people believed it was organised by Catholic conspirators. Achieving (keeping up): explain the evidence that suggests the Gunpowder Plot was a Catholic conspiracy and the evidence that suggests it may have been a government set-up. Excelling (going beyond): make a judgement about whether the Gunpowder Plot was a genuine Catholic conspiracy or a government trap, using evidence to support my view.	Investigate evidence from eight historical sources and clues about the Gunpowder Plot. Sort the evidence into arguments for a Catholic conspiracy or a government set-up, then reach a verdict and explain which interpretation is most convincing

Y8: CONFLICT - The road to Civil War / Fighting the Civil War

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What caused the English Civil War?	Emerging (catching up): Identify that there were several causes of conflict between Charles I and Parliament. Achieving (keeping up): – Identify that the dispute was caused by money, religion, and power, and explain examples such as Ship Money, religious changes, and disagreements over authority. Excelling (going beyond): – Explain that the dispute between Charles I and Parliament was caused by issues of money (Ship Money without consent), religion (high Anglican practices), and power (Divine Right vs Parliamentary control), and judge which cause was the most important in leading to conflict.	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.
Was Charles I destined to lose?	Emerging (catching up): Identify that the English Civil War was not guaranteed to happen the way it did. Achieving (keeping up): – Identify that Charles I had advantages such as support from the nobility and strong cavalry, and explain that Parliament won due to better organisation and resources. Excelling (going beyond): – Explain that although Charles I had key advantages (nobility, cavalry, foreign support), Parliament's superior organisation and resources allowed them to outmanoeuvre him, and judge how far the outcome of the Civil War depended on these factors rather than being inevitable.	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.
What was the New Model Army?	Emerging (catching up): Identify that the New Model Army changed how warfare was organised. Achieving (keeping up): – Identify that the New Model Army introduced professional training and promotion based on ability, and explain that this made it more effective than traditional armies. Excelling (going beyond): – Explain that the New Model Army transformed warfare through professional training, merit-based promotion, and strong religious motivation, and judge how far these changes allowed it to defeat 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.

How is your progress measured in History in Spring term?

Spring 1: Interpretation / Source analysis

How far did Charles I deserve to be executed? Interpretation

How far are the Spanish chronicles useful for studying the Incas? Source analysis

Spring 2: Source analysis / Cause and consequence

How useful is Samuel Pepys' diary for studying the Great Fire of London? Source analysis

Why did Britain want an empire? Cause and consequence

Year 8 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened, support it with specific evidence (facts) and explain what this led to (PEE)	I can say how important a reason was by using the language of extent (PEEE)	I can say how important reasons were by using the language of extent multiple times (PEEE x2)
I can give my opinion (whether I agree or disagree) and provide some detail to support my judgement	I can give my opinion (whether I agree or disagree) and explain what's the most significant factor	I can give my opinion (whether I agree or disagree) and explain what's the most significant factor when making my judgement
I can describe what the source says with specific detail	I can make inferences supported by detail	I can make multiple inferences supported by detail
I can make an inference — what this suggests about the past	I can describe how the nature, origin or purpose (NOP) affect the source	I can explain how the nature, origin or purpose (NOP) affects the source
I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far I am convinced the interpretation 'got it right'	I can give a judgement on how far the interpretation 'got it right', comparing both interpretations
	I can support / challenge sources and interpretations with some own knowledge	I can give a therefore judgement on how far the source answers the question

Y8: CONFLICT - Fighting the Civil War / Was executing a king The ultimate crime?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Who were the key military leaders of the Civil War?	Emerging (catching up): Identify that Prince Rupert and Oliver Cromwell were two contrasting leaders. Achieving (keeping up): – Identify that Prince Rupert and Oliver Cromwell were contrasting leaders and explain that Rupert was a brave but reckless aristocrat while Cromwell was a disciplined professional. Excelling (going beyond): – Explain that Prince Rupert and Oliver Cromwell represented a clash between traditional aristocratic and newer professional approaches to warfare and leadership, and judge how far this contrast reflects wider changes in 17th-century English society and military organisation.	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.
What were the major battles of the Civil War?	Emerging (catching up): Identify that the Battle of Marston Moor took place in 1644 and was important. Achieving (keeping up): – Identify that the Battle of Marston Moor (1644) was a turning point and explain that it showed Parliament could win major victories and increased Cromwell's importance. Excelling (going beyond): – Explain that the Battle of Marston Moor (1644) was a turning point because it proved Parliament could achieve decisive victories and marked Cromwell's emergence as a highly effective general, and judge how far this battle changed the overall direction of the Civil War.	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.
Why was Charles I executed?	Emerging (catching up): Identify that Charles I was executed. Achieving (keeping up): – Identify that Charles I was executed and explain that Parliament feared he would restart the war. Excelling (going beyond): – Explain that Charles I's execution was driven more by practical political concerns than legal justice, as Parliament feared he would restart the war, and judge how far this made regicide seem necessary 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.

Y8: EMPIRE/ORDINARY LIVES - Meanwhile, elsewhere – Inca Empire

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Who were the Inca people?	Emerging (catching up): Identify that the Inca Empire was large and powerful. Achieving (keeping up): – Identify that the Inca Empire ruled over a large population and explain that it used systems of administration, engineering, and communication to control its empire. Excelling (going beyond): – Explain that the Inca Empire was the largest in pre-Columbian America, ruling over millions through advanced administration, engineering, and communication systems, and judge how far these achievements rivalled those of European societies.	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.
How did Civil War lead to the fall of the empire?	Emerging (catching up): Identify that there was a civil war in the Inca Empire. Achieving (keeping up): – Identify that the Inca Empire was weakened by a civil war between Huáscar and Atahualpa, and explain that this made it vulnerable to Spanish conquest. Excelling (going beyond): – Explain that the Inca civil war between Huáscar and Atahualpa (1529–1532) weakened the empire at a critical moment, and judge how far internal divisions were responsible for the fall of the Inca Empire compared to other factors like Spanish military advantages.	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.
What mystery disease killed the Inca?	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. Emerging (catching up): Identify that European diseases affected the Inca population. Achieving (keeping up): – Identify that diseases such as smallpox killed many Inca people and explain that this weakened the empire before Spanish conquest. Excelling (going beyond): – Explain that smallpox and other European diseases killed a large proportion of the Inca population before direct contact with Europeans, and judge how far disease was more significant than military conquest in the of the Inca Empire	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.

Y8: ORDINARY LIVES - Plague and Pestilence / How did fire shape London

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What was the Royal Society for Science?	Emerging (catching up): Identify that the Royal Society was founded in 1660. Achieving (keeping up): – Identify that the Royal Society promoted a new way of studying disease and explain that it used observation and experimentation instead of relying on old ideas. Excelling (going beyond): – Explain that the Royal Society (founded 1660) introduced a revolutionary approach based on observation and experimentation rather than ancient authorities like Galen, and judge how far this changed the understanding of disease and medicine	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.
Did treatments for the Plague look any different in the 17th century?	Emerging (catching up): Identify that plague treatments in the 17th century were still based on old ideas. Achieving (keeping up): – Identify that despite scientific advances, many plague treatments remained based on medieval theories, and explain that this meant change was slow. Excelling (going beyond): – Explain that despite scientific advances, most 17th-century plague treatments continued to rely on medieval theories, and judge how far this shows that scientific progress was slow to impact everyday life for ordinary people.	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.
What happened during the Great Fire of London?	Emerging (catching up): Identify that the Great Fire of London happened in 1666. Achieving (keeping up): – Identify that the Great Fire of London (1666) destroyed many houses but caused few deaths, and explain that it lasted four days. Excelling (going beyond): – Explain that the Great Fire of London (1666) destroyed over 13,000 houses but caused relatively few deaths, and judge how far government organisation and emergency responses helped to reduce casualties despite the scale of the disaster.	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.
Were coffee houses the original social networks?	Emerging (catching up): Identify that coffee houses were important places in London. Achieving (keeping up): – Identify that London's coffee houses were centres of debate, business, and information exchange, and explain why they were called "penny universities." Excelling (going beyond): – Explain that London's coffee houses became centres of political discussion, business networking, and the spread of information, and judge how far they changed the way ideas were shared in society.	Create a "Coffee House Experience Guide" Include: the atmosphere you'd find, conversations you'd overhear, newspapers available, networking opportunities, and how these spaces changed society.

Y8: EMPIRE- How did the British build an Empire?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
What was the British Empire?	Emerging (catching up): Identify what an empire is and describe where the British Empire was located. Achieving (keeping up): Explain how Britain gained colonies across different continents and how this helped expand British influence around the world. Excelling (going beyond): Explain how Britain built a global empire through trade, settlement and conquest, and judge which factor was most important in allowing the empire to grow.	Create an "Empire Atlas" showing how Britain built a global empire. Include: a world map with key colonies labelled, explanations of how Britain gained different territories, examples of what each colony provided, and a final judgement on why Britain wanted an empire.
How did the East India Company help build the British Empire?	Emerging (catching up): Identify what the East India Company was and describe its role in trade with India. Achieving (keeping up): Explain how the East India Company increased Britain's wealth and influence through trade in goods such as tea, cotton and spices. Excelling (going beyond): Explain how a trading company helped Britain gain political power in India, and judge how important the East India Company was in the growth of the British Empire.	Create an East India Company case file. Include: the goods it traded, the locations where it operated, evidence of how it increased British wealth, and an explanation of how a trading company became a powerful force within the British Empire.
Why were Britain's colonies so valuable?	Emerging (catching up): Identify some of Britain's most important colonies and the resources they provided. Achieving (keeping up): Explain how colonies supplied Britain with valuable resources and created opportunities for trade and wealth. Excelling (going beyond): Explain why different colonies were important to Britain, and judge which colony contributed most to the growth of the British Empire.	Design a "Most Valuable Colony" exhibition display. Include: information about different British colonies, the resources they provided, how they benefited Britain, and a final verdict on which colony was most important and why.

How is your progress measured in History in Summer term?

Summer 1: Interpretation / Cause and consequence

Should Britons feel proud of the British Empire? Interpretation

Why did triangular trade develop? Cause and consequence

Summer 2: Cause and consequence / Significance

What was the most effective form of resistance to slavery? Cause and consequence

AP2: Why was slavery abolished? Significance

Year 8 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened, support it with specific evidence (facts) and explain what this led to (PEE)	I can say how important a reason was by using the language of extent (PEEE)	I can say how important reasons were by using the language of extent multiple times (PEEE x2)
I can give my opinion (whether I agree or disagree) and provide some detail to support my judgement	I can give my opinion (whether I agree or disagree) and explain what's the most significant factor	I can give my opinion (whether I agree or disagree) and explain what's the most significant factor when making my judgement
I can describe what the source says with specific detail	I can make inferences supported by detail	I can make multiple inferences supported by detail
I can make an inference — what this suggests about the past	I can describe how the nature, origin or purpose (NOP) affect the source	I can explain how the nature, origin or purpose (NOP) affects the source
I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far I am convinced the interpretation 'got it right'	I can give a judgement on how far the source answers the question
	I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far the interpretation 'got it right', comparing both interpretations

Y8: EMPIRE- How should we see the British Empire?

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Why did Britain lose America?	Emerging (catching up): Identify the main causes of the American War of Independence. Achieving (keeping up): Explain why many American colonists became unhappy with British rule and wanted independence. Excelling (going beyond): Explain why Britain lost control of the American colonies, and judge which cause was most responsible for the outbreak of the American Revolution.	Create a "Revolution News" newspaper front page reporting the outbreak of the American War of Independence. Include: a main headline and article explaining colonial complaints, interviews with colonists and loyalists, and a political cartoon showing the dispute between Britain and the colonies.
How did Britain become the world's largest empire?	Emerging (catching up): Identify ways the British Empire continued to grow after losing America. Achieving (keeping up): Explain how trade, industry and naval power helped Britain expand its empire during the eighteenth and nineteenth centuries. Excelling (going beyond): Explain how different factors contributed to British imperial growth, and judge which factor was most important in making Britain the world's largest empire.	Design a "Recipe for Empire" infographic explaining Britain's success. Include: key ingredients such as trade, naval power, industry and colonies, explanations of how each contributed to imperial growth, and a final judgement on which factor was most important.

Y8: 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
What was the triangular trade?	Emerging (catching up): Identify that the triangular trade involved the movement of enslaved Africans across the Atlantic. Achieving (keeping up): – Identify that the triangular trade transported millions of Africans to the Americas and explain that it generated large profits for Britain. Excelling (going beyond): – Explain that the triangular trade was a system of human trafficking that forcibly transported around 12.5 million Africans to the Americas, generating significant wealth for Britain, and judge how far the profits from slavery contributed to 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.
What was the Middle Passage?	Emerging (catching up): Identify that the Middle Passage was the journey that transported enslaved Africans across the Atlantic. Achieving (keeping up): – Identify that the Middle Passage caused the deaths of many Africans and explain that conditions on ships, voyage length, and disease affected survival rates. Excelling (going beyond): – Explain that the Middle Passage led to the deaths of approximately 2 million Africans due to harsh conditions, disease, and long voyages, and judge why it is considered one of the greatest human tragedies in history.	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.
What happened at slave auctions?	Emerging (catching up): Identify that enslaved people were sold at slave auctions. Achieving (keeping up): – Identify that slave auctions treated enslaved people as property and explain that families could be separated and sold to the highest bidder. Excelling (going beyond): – Explain that slave auctions treated human beings as property by separating families, inspecting people for sale, and prioritising profit over human welfare, and judge how far these practices stripped enslaved people of their dignity, freedom, 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.

Y8: 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
What was life like for enslaved people?	Emerging (catching up): Identify that enslaved people resisted slavery and maintained their culture. Achieving (keeping up): – Identify that enslaved people showed resilience through resistance, community building, and preserving their traditions, and explain how this helped them maintain their identity. Excelling (going beyond): – Explain that enslaved people maintained their humanity through resistance, community building, and cultural preservation despite attempts to dehumanise them, and judge how far their resilience challenged the system of slavery.	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.

Y8: CONFLICT - Breaking the chains

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did enslaved people resist?	Emerging (catching up): Identify that enslaved people faced harsh conditions on plantations. Achieving (keeping up): – Identify that enslaved people survived harsh plantation conditions by building communities and preserving their traditions, and explain some ways they resisted slavery. Excelling (going beyond): – Explain that enslaved people survived harsh plantation conditions through community building, cultural preservation, and acts of resistance such as work slowdowns and secret meetings, and judge how far these actions were effective resisting the slave trade.	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.
How did slave rebellions help end the slave trade?	Emerging (catching up): Identify that enslaved people carried out rebellions against slavery. Achieving (keeping up): – Identify that rebellions such as the Haitian Revolution and Nat Turner's Rebellion frightened slave owners, and explain why these events challenged the system of slavery. Excelling (going beyond): – Explain that major slave rebellions, including the Haitian Revolution and Nat Turner's Rebellion, showed enslaved people were willing to fight and die for freedom, and judge how far these uprisings contributed to growing opposition to slavery and encouraged abolition.	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.
Who were the abolitionists and how did they campaign?	Emerging (catching up): Identify that the abolition movement worked to end the slave trade and slavery. Achieving (keeping up): – Identify that the abolition movement used moral arguments, economic ideas, and political campaigning, and explain how these helped gain support for abolition. Excelling (going beyond): – Explain that the abolition movement combined moral arguments, economic interests, and political organisation to create a successful international campaign against slavery, and judge how far effective its methods were.	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.

Y8: CONFLICT - Breaking the chains

Summer Term Golden Nuggets and Work Hard

What were the Slave Abolition Acts?	Emerging (catching up): Identify that slavery was abolished between 1807 and 1833. Achieving (keeping up): – Identify that the abolition of slavery happened gradually and explain that the government paid compensation to slave owners but not to formerly enslaved people. Excelling (going beyond): – Explain that slavery was abolished gradually between 1807 and 1833, with the government paying £20 million compensation to slave owners while giving nothing to formerly enslaved people, and judge how far abolition represented progress despite continuing inequalities and injustices.	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.
How far did life improve after slavery was abolished?	Emerging (catching up): Identify some ways life changed for formerly enslaved people after slavery was abolished. Achieving (keeping up): Explain how abolition brought greater freedom to formerly enslaved people, but also meant many continued to face poverty, discrimination and limited opportunities. Excelling (going beyond): Explain that abolition improved life in important ways by ending legal slavery, but judge how far formerly enslaved people experienced genuine freedom and equality after emancipation.	Create a "Life Before and After Abolition" comparison display. Include: conditions during slavery, changes that occurred after abolition, challenges that continued, and a final judgement explaining how far life truly improved for formerly enslaved people.

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 20th 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:

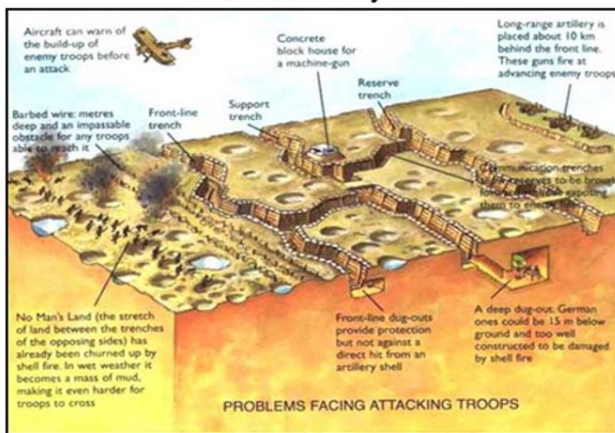
CW

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?

Autumn 1: Change and continuity / Interpretation

How far did the Industrial Revolution change the way people worked? Change and continuity

Were workhouses meant to help the poor or to punish them? Interpretation

Autumn 2: Source analysis / Cause and consequence

How useful are records from the Titanic in telling us about British society? Source analysis

AP1: Why did the First World War break out? Cause and consequence

Year 9 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened, support it with specific evidence and explain what this led to (PEE)	I can say how important reasons were by using the language of extent multiple times (PEEE x2)	I can say how important reasons were by using the language of extent multiple times (PEEE x3)
I can give my opinion (whether I agree or disagree) and describe what's the most significant factor	I can give my opinion (whether I agree or disagree) considering other factors and explain what's the most significant factor when making my judgement	I can give my opinion (whether I agree or disagree) weighing up different factors and explain what's the most significant factor when making my judgement
I can make inferences supported by detail	I can make multiple inferences supported by detail	I can make multiple inferences supported by detail and suggest limitations
I can describe how the nature, origin or purpose (NOP) affect the source	I can explain how the nature, origin or purpose (NOP) affects the source	I can evaluate how the nature, origin or purpose (NOP) affects the source and consider limitations
I can give a judgement on how far I am convinced the interpretation 'got it right'	I can give a therefore judgement on how far the source answers the question	I can reach a full therefore judgement on how far the source answers the question, using contextual knowledge
I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far the interpretation 'got it right', comparing both sources / interpretations	

Y9: Mastering machines - How did the Industrial Revolution transform work?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did industrial inventors change Britain?	Emerging (catching up): Identify the key industrial inventors and their inventions. Achieving (keeping up): Describe in detail how inventors like James Watt and Richard Arkwright changed the way goods were produced, moving work from homes into factories. Excelling (going beyond): – Give details to explain how industrial inventors changed Britain and reach a judgement on whether their most important impact was the new technology, the growth of factories or the change to how people worked.	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.
How did factories transform working life?	Emerging (catching up): Identify the key features of factory work during the Industrial Revolution. Achieving (keeping up): Describe in detail how factory work changed working hours, conditions, pay and family life compared with earlier home-based work. Excelling (going beyond): – Give details to explain how factories transformed working life and reach a judgement on whether factory work was better or worse for ordinary workers.	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.
What was life like for miners during the Industrial Revolution?	Emerging (catching up): Identify the dangers miners faced during the Industrial Revolution. Achieving (keeping up): Describe in detail the working conditions in the mines, including the dangers, the equipment used and the impact on miners' health. Excelling (going beyond): – Give details to explain what life was like for miners and reach a judgement on whether the physical dangers, the long hours or the effect on health was the worst part of a miner's life.	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.
How did schools change during the Industrial Revolution?	Emerging (catching up): Identify how schooling changed during the Industrial Revolution. Achieving (keeping up): Describe in detail how education changed, including who went to school, what lessons were like and the new laws that made school compulsory. Excelling (going beyond): – Give details to explain how schools changed during the Industrial Revolution and reach a judgement on how far these changes improved children's lives.	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.

Y9: Smoke, squalor and survival – Did the Industrial Revolution improve lives?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did schools change during the Industrial Revolution?	Emerging (catching up): Identify how schooling changed during the Industrial Revolution. Achieving (keeping up): Describe in detail how education changed, including who went to school, what lessons were like and the new laws that made school compulsory. Excelling (going beyond): – Give details to explain how schools changed during the Industrial Revolution and reach a judgement on how far these changes improved children's lives.	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.
How did disease spread in industrial cities?	Emerging (catching up): Identify the reasons why disease spread quickly in industrial cities. Achieving (keeping up): Describe in detail how overcrowding, poor sewage and dirty water helped diseases like cholera to spread. Excelling (going beyond): – Give details to explain why disease spread in industrial cities and reach a judgement on whether overcrowded housing, dirty water or a lack of medical knowledge was most to blame.	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.
What was housing like for industrial workers?	Emerging (catching up): Identify the key features of workers' housing during the Industrial Revolution. Achieving (keeping up): Describe in detail the conditions in workers' housing, including back-to-back houses, the lack of running water, shared toilets and overcrowding. Excelling (going beyond): – Give details to explain what housing was like for industrial workers and reach a judgement on how far poor housing damaged their health and quality of life.	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.
Why were workhouses feared by the poor?	Emerging (catching up): Identify the reasons why the poor feared the workhouse. Achieving (keeping up): Describe in detail what life in the workhouse was like, including the separation of families, the poor food, the uniforms and the harsh rules. Excelling (going beyond): – Give details to explain why workhouses were feared and reach a judgement on whether they were meant to help the poor or to punish 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.

Y9: Smoke, squalor and survival – Did the Industrial Revolution improve lives?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did body snatchers help advance medicine?	Emerging (catching up): Identify who body snatchers were and why they stole corpses. Achieving (keeping up): Describe in detail how the trade in stolen bodies worked and why doctors needed corpses to study anatomy. Excelling (going beyond): – Give details to explain how body snatchers helped advance medicine and reach a judgement on whether their crimes were justified by the medical progress they made possible.	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.

Y9: 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
What was life aboard the Titanic like?	Emerging (catching up): Identify the differences in life on board the Titanic for each class of passenger. Achieving (keeping up): Describe in detail how the accommodation, facilities and conditions differed between first, second and third class. Excelling (going beyond): – Give details to explain what life aboard the Titanic was like and reach a judgement on how far a passenger's experience depended on their class.	Complete a table with details on the accommodation and facilities for each of the classes on board the Titanic.
How did the crew decide who would be saved?	Emerging (catching up): Identify the reasons why some people were saved and others were not. Achieving (keeping up): Describe in detail how factors such as class, age, gender and the shortage of lifeboats affected who survived. Excelling (going beyond): – Give details to explain how decisions were made about who would be saved and reach a judgement on whether class, age or gender mattered most to a passenger's chances of survival.	Create a newspaper front page about the Titanic disaster. Use facts and imagination to show what happened and what it tells us about life in 1912.

Y9: Why did WWI break out?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did militarism create tension in Europe?	Emerging (catching up): Identify the ways European countries increased their military strength before WWI. Achieving (keeping up): Describe in detail how Britain expanded its navy, Germany built up its army and navy, France strengthened its defences and Russia modernised its military in response to rival powers. Excelling (going beyond): – Give details to explain how militarism increased tensions in Europe and reach a judgement on whether it was the most important cause of instability before WWI.	Write a newspaper article explaining how militarism caused tension in Europe. Explain which country was most to blame and why this increased tension.
Why did European alliances make war more likely?	Emerging (catching up): Identify the main alliances in Europe before WWI. Achieving (keeping up): Describe in detail how the Triple Alliance and Triple Entente divided Europe into rival groups and how countries promised to support one another if war broke out. Excelling (going beyond): – Give details to explain how alliances increased tensions in Europe and reach a judgement on whether they were the most important cause of instability before WWI.	Write an explanation of how alliances made war more likely. Explain how one event could lead to a chain reaction between countries.
How did imperialism increase rivalry between European powers?	Emerging (catching up): Identify areas where European powers competed for empires before WWI. Achieving (keeping up): Describe in detail how competition for colonies and influence in Africa, Asia, the Balkans and the Middle East increased tensions between European powers. Excelling (going beyond): – Give details to explain how imperialism increased tensions in Europe and reach a judgement on whether it was the most important cause of instability before WWI.	Write an explanation of how imperialism increased tension in Europe. Explain one example where countries competed for land and why this caused conflict.
Why was nationalism a threat to peace in Europe?	Emerging (catching up): Identify the ways nationalism increased tensions in Europe. Achieving (keeping up): Describe in detail how nationalism encouraged pride in countries, demands for independence and hostility between different ethnic groups within empires. Excelling (going beyond): – Give details to explain how nationalism increased tensions in Europe and reach a judgement on whether it was the most important cause of instability before WWI.	Write a diary entry from a person living in the Austro-Hungarian Empire. Explain why they want independence and how nationalism is causing tension.
Why was the assassination of Franz Ferdinand the spark that lit the fuse?	Emerging (catching up): Identify the key events of the assassination of Franz Ferdinand. Achieving (keeping up): Describe in detail how the assassination led Austria-Hungary to declare war on Serbia and how alliances drew other countries into the conflict. Excelling (going beyond): – Give details to explain how the assassination triggered WWI and reach a judgement on whether it was the assassination or the alliance system that was most responsible for the outbreak of war.	Write an explanation of how the assassination of Franz Ferdinand led to World War One. Explain how one event caused other countries to join the war.
Why did WWI break out?	Emerging (catching up): Identify the causes of WWI. Achieving (keeping up): Describe in detail how militarism, alliances, imperialism, nationalism and the assassination of Franz Ferdinand contributed to the outbreak of war. Excelling (going beyond): – Give details to explain why WWI broke out and reach a judgement on whether militarism, alliances, imperialism,	Write an explanation of why World War One broke out in 1914. Explain at least two causes and how they led to war.

Y9: Was the Battle of the Somme a success or failure?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Why did WWI break out?	Emerging (catching up): Identify the causes of WWI. Achieving (keeping up): Describe in detail how militarism, alliances, imperialism, nationalism and the assassination of Franz Ferdinand contributed to the outbreak of war. Excelling (going beyond): – Give details to explain why WWI broke out and reach a judgement on whether militarism, alliances, imperialism, nationalism or the assassination was the most important cause.	Write an explanation of why World War One broke out in 1914. Explain at least two causes and how they led to war.
What was life like in the trenches?	Emerging (catching up): Identify the main features of life in the trenches. Achieving (keeping up): Describe in detail the conditions soldiers faced, including mud, trench foot, gas, rats and overcrowding. Excelling (going beyond): – Give details to explain what life in the trenches was like and reach a judgement on whether the greatest threat to a soldier came from the enemy or from the conditions themselves.	Write a letter home from a soldier describing life in the trenches. Explain what conditions are like and why trench life is difficult.
Was the Battle of the Somme a success or a failure?	Emerging (catching up): Identify the reasons why the Somme could be seen as a success or a failure. Achieving (keeping up): Describe in detail the events of the battle, including the first day's casualties, the tactics used and the ground gained. Excelling (going beyond): – Give details to explain the results of the Somme and reach a judgement on whether a battle that killed so many but wore down the German army can be called a success at all.	Write an explanation of whether the Battle of the Somme was a success or a failure. Explain your answer using at least two reasons.
Did Britain learn from the Somme?	Emerging (catching up): Identify the reasons why Britain may or may not have learnt from the Somme. Achieving (keeping up): Describe in detail how conditions, tactics and losses at Passchendaele compared with the Somme. Excelling (going beyond): – Give details to explain what changed between the Somme and Passchendaele and reach a judgement on whether Haig was a general who learned from his mistakes or simply repeated them.	Write an explanation of whether Haig learnt lessons from the Somme at Passchendaele. Explain your answer using at least two reasons.

Y9: Why did the First World War come to an end?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Did Britain learn from the Somme?	Emerging (catching up): Identify the reasons why Britain may or may not have learnt from the Somme. Achieving (keeping up): Describe in detail how conditions, tactics and losses at Passchendaele compared with the Somme. Excelling (going beyond): – Give details to explain what changed between the Somme and Passchendaele and reach a judgement on whether Haig was a general who learned from his mistakes or simply repeated them.	Write an explanation of whether Haig learnt lessons from the Somme at Passchendaele. Explain your answer using at least two reasons.
What role did African soldiers play in WWI?	Emerging (catching up): Identify the roles African soldiers played in the First World War. Achieving (keeping up): Describe in detail how African soldiers contributed to the war effort through combat, labour and carrying supplies. Excelling (going beyond): – Give details to explain the role African soldiers played and reach a judgement on whether they were treated as equal comrades in arms or as expendable labour by the British Empire.	Write an explanation answering: <i>"How did Africans play a crucial role in World War One?"</i> Your answer must explain combat roles, support roles and civilian impact, and judge which was most important.
How did new technology help Britain escape the trenches?	Emerging (catching up): Identify the new technology used to break the deadlock on the Western Front. Achieving (keeping up): Describe in detail how tanks, aircraft, artillery and gas were used to try to end the stalemate of trench warfare. Excelling (going beyond): – Give details to explain how the deadlock was broken and reach a judgement on whether it was new technology or new tactics that finally got the armies out of the trenches.	Write an explanation evaluating: <i>"How did new technology help Britain escape the trenches?"</i> You must explain at least two technologies and judge which was most important.
How did America's entry change the war?	Emerging (catching up): Identify the reasons why America entered the First World War. Achieving (keeping up): Describe in detail how the arrival of American troops, supplies and money strengthened the Allies from 1917. Excelling (going beyond): – Give details to explain how America's entry changed the war and reach a judgement on whether America won the war for the Allies or simply arrived to finish off a Germany that was already collapsing.	Write a first-person letter from a British soldier explaining how the arrival of American troops changed the war.
Why did WWI end?	Emerging (catching up): Identify the reasons why the First World War came to an end. Achieving (keeping up): Describe in detail how the failure of the German Spring Offensive, the Allied advances, the arrival of America and unrest inside Germany brought the war to an end. Excelling (going beyond): – Give details to explain why the war ended in 1918 and reach a judgement on whether Germany was beaten by the Allied armies or brought down by revolution and negotiation.	Write an explanation answering: <i>"Why did WWI end?"</i> You must explain at least two reasons and judge the most important.

Y9: Why did the First World War come to an end?

Autumn Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How fair was the Treaty of Versailles?	Emerging (catching up): Identify the main terms of the Treaty of Versailles. Achieving (keeping up): Describe in detail how the treaty punished Germany through territorial losses, reparations, the war guilt clause and limits on its armed forces. Excelling (going beyond): – Give details to explain how Germany was treated at Versailles and reach a judgement on whether the treaty was too harsh, or whether Germany got what it deserved.	Write an explanation answering: "<i>How fair was the Treaty of Versailles?</i>" You must include arguments for both sides and reach a justified conclusion.

How is your progress measured in History?

Spring 1: Interpretation / Cause and consequence

Was the Battle of the Somme a success? Interpretation

Why did the First World War end? Cause and consequence

Spring 2: Source analysis / Cause and consequence

How useful is Nazi propaganda in telling us why Hitler came to power? Source analysis

Why was the Holocaust allowed to happen? Cause and consequence

Year 9 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened, support it with specific evidence and explain what this led to (PEE)	I can say how important reasons were by using the language of extent multiple times (PEEE x2)	I can say how important reasons were by using the language of extent multiple times (PEEE x3)
I can give my opinion (whether I agree or disagree) and describe what's the most significant factor	I can give my opinion (whether I agree or disagree) considering other factors and explain what's the most significant factor when making my judgement	I can give my opinion (whether I agree or disagree) weighing up different factors and explain what's the most significant factor when making my judgement
I can make inferences supported by detail	I can make multiple inferences supported by detail	I can make multiple inferences supported by detail and suggest limitations
I can describe how the nature, origin or purpose (NOP) affect the source	I can explain how the nature, origin or purpose (NOP) affects the source	I can evaluate how the nature, origin or purpose (NOP) affects the source and consider limitations
I can give a judgement on how far I am convinced the interpretation 'got it right'	I can give a therefore judgement on how far the source answers the question	I can reach a full therefore judgement on how far the source answers the question, using contextual knowledge
I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far the interpretation 'got it right', comparing both sources / interpretations	

Y9: Why was the Holocaust allowed to happen?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How fair was the Treaty of Versailles?	Emerging (catching up): Identify the main terms of the Treaty of Versailles. Achieving (keeping up): Describe in detail how the treaty punished Germany through territorial losses, reparations, the war guilt clause and limits on its armed forces. Excelling (going beyond): – Give details to explain how Germany was treated at Versailles and reach a judgement on whether the treaty was too harsh, or whether Germany got what it deserved.	Write an explanation answering: <i>"How fair was the Treaty of Versailles?"</i> You must include arguments for both sides and reach a justified conclusion.
How did historical anti-Semitism make the Holocaust possible?	Emerging (catching up): Identify examples of anti-Semitism in the centuries before the Holocaust. Achieving (keeping up): Describe in detail how older religious and economic prejudices, myths and stereotypes shaped attitudes towards Jewish people across Europe. Excelling (going beyond): – Give details to explain how historical anti-Semitism made the Holocaust possible and reach a judgement on whether the Nazis created hatred of Jews or built on prejudices that already existed.	Write a PEE paragraph explaining how historical antisemitism made the Holocaust possible using specific examples.
How did Hitler rise to power?	Emerging (catching up): Identify the key events in Hitler's rise to power. Achieving (keeping up): Describe in detail how the Depression, the weakness of the Weimar government, Nazi propaganda and political scheming brought Hitler to power by 1933. Excelling (going beyond): – Give details to explain how Hitler rose to power and reach a judgement on whether it was Hitler's popularity or the Great Depression that made him Chancellor.	Write an explanation answering: <i>"How did Hitler rise to power?"</i> You must explain multiple reasons and judge the most important.
How did the Nazis use scapegoating?	Emerging (catching up): Identify who the Nazis blamed for Germany's problems. Achieving (keeping up): Describe in detail how the Nazis used propaganda to blame Jewish people and others for Germany's defeat in WWI, economic hardship and political instability. Excelling (going beyond): – Give details to explain how the Nazis used scapegoating and reach a judgement on whether ordinary Germans truly believed the Nazi propaganda.	Write an explanation answering: <i>"How did the Nazis use scapegoating to control people?"</i> Use examples and explain impact.

Y9: How did the Holocaust happen?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did ghettos isolate and dehumanise Jews?	Emerging (catching up): Identify what ghettos were and the restrictions placed on Jewish people within them. Achieving (keeping up): Describe in detail what life was like in the ghettos, including overcrowding, disease, hunger and isolation from wider society. Excelling (going beyond): – Give details to explain how ghettos isolated and dehumanised Jewish people and reach a judgement on whether physical conditions or social isolation had the greatest impact.	Write an explanation describing how ghettos isolated and dehumanised Jewish people using detailed evidence.
How did the Einsatzgruppen carry out mass murder?	Emerging (catching up): Identify who the Einsatzgruppen were and what they did. Achieving (keeping up): Describe in detail how the Einsatzgruppen carried out mass shootings and how Nazi violence became more extreme during the war. Excelling (going beyond): – Give details to explain how the Einsatzgruppen contributed to the Holocaust and reach a judgement on their importance in the development of Nazi genocide.	Write an explanation of how Nazi policy became more extreme, focusing on the actions of the Einsatzgruppen.
What was the Final Solution?	Emerging (catching up): Identify what the Final Solution was. Achieving (keeping up): Describe in detail how the Final Solution was developed and implemented through deportation and extermination camps. Excelling (going beyond): – Give details to explain how the Final Solution was carried out and reach a judgement on its significance in the Holocaust.	Write an explanation describing the development of the Final Solution and how it was implemented.

Y9: How did the Second World War affect America?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
Why was Pearl Harbour significant?	Emerging (catching up): Identify the key events of the attack on Pearl Harbour. Achieving (keeping up): Describe in detail what happened at Pearl Harbour and why it led the United States to enter the Second World War. Excelling (going beyond): – Give details to explain why Pearl Harbour was significant and reach a judgement on whether it was a turning point in the war.	Write an explanation answering: <i>"Why was Pearl Harbour a turning point in WWII?"</i>
Why did America intern Japanese Americans?	Emerging (catching up): Identify what Japanese American internment was. Achieving (keeping up): Describe in detail why Japanese Americans were interned and what life was like in the camps. Excelling (going beyond): – Give details to explain why internment happened and reach a judgement on how far it was justified.	Write an explanation explaining why Japanese Americans were interned and how far this was justified.
How did the war in the Pacific differ from Europe?	Emerging (catching up): Identify the main differences between the war in the Pacific and the war in Europe. Achieving (keeping up): Describe in detail how fighting, geography, tactics and attitudes differed in the Pacific compared with Europe. Excelling (going beyond): – Give details to explain how the Pacific War differed from the war in Europe and reach a judgement on the most important difference.	Write an explanation comparing fighting in the Pacific and Europe.
Was dropping the atomic bomb necessary?	Emerging (catching up): Identify the reasons why the atomic bomb was used. Achieving (keeping up): Describe in detail the arguments for and against dropping the atomic bomb on Japan. Excelling (going beyond): – Give details to explain both sides of the debate and reach a judgement on whether dropping the atomic bomb was necessary.	Write an explanation answering: <i>"Was dropping the atomic bomb necessary?"</i> including both sides and a judgement.

Y9: What was life like for Black Americans before WWII?

Spring Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did Jim Crow laws control Black Americans in the South?	Emerging (catching up): Identify the key features of Jim Crow laws. Achieving (keeping up): Describe in detail how Jim Crow laws controlled the lives of Black Americans through segregation and discrimination. Excelling (going beyond): – Give details to explain how Jim Crow laws affected everyday life and reach a judgement on their impact on Black Americans.	Write an explanation explaining how Jim Crow laws affected everyday life.

How is your progress measured in History?

Summer 1: Interpretation / Significance

How far was the dropping of the atomic bomb justified? Interpretation

What was the significance of Plessy v Ferguson? Significance

Summer 2: Source analysis / Change and continuity

How useful is Powell's speech for understanding attitudes to immigration in 1968? Source analysis

AP2: How far did the lives of Black people change in the twentieth century? Change and continuity

Year 9 'I can' statements

Emerging	Achieving	Excelling
I can identify a reason something happened, support it with specific evidence and explain what this led to (PEE)	I can say how important reasons were by using the language of extent multiple times (PEEE x2)	I can say how important reasons were by using the language of extent multiple times (PEEE x3)
I can give my opinion (whether I agree or disagree) and describe what's the most significant factor	I can give my opinion (whether I agree or disagree) considering other factors and explain what's the most significant factor when making my judgement	I can give my opinion (whether I agree or disagree) weighing up different factors and explain what's the most significant factor when making my judgement
I can make inferences supported by detail	I can make multiple inferences supported by detail	I can make multiple inferences supported by detail and suggest limitations
I can describe how the nature, origin or purpose (NOP) affect the source	I can explain how the nature, origin or purpose (NOP) affects the source	I can evaluate how the nature, origin or purpose (NOP) affects the source and consider limitations
I can give a judgement on how far I am convinced the interpretation 'got it right'	I can give a therefore judgement on how far the source answers the question	I can reach a full therefore judgement on how far the source answers the question, using contextual knowledge
I can support / challenge sources and interpretations with some own knowledge	I can give a judgement on how far the interpretation 'got it right', comparing both sources / interpretations	

Y9: How did post-war America change?

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did the Montgomery Bus Boycott challenge social segregation?	Emerging (catching up): Identify the key events of the Montgomery Bus Boycott. Achieving (keeping up): Describe in detail how the boycott challenged segregation and why it was successful. Excelling (going beyond): – Give details to explain why the boycott succeeded and reach a judgement on the most important factor in its success.	Write an explanation explaining why the Montgomery Bus Boycott was successful.
How did sit-ins and freedom rides challenge segregation?	Emerging (catching up): Identify what sit-ins and freedom rides were. Achieving (keeping up): Describe in detail how sit-ins and freedom rides challenged segregation in the United States. Excelling (going beyond): – Give details to explain why these protests were effective and reach a judgement on their impact on the civil rights movement.	Write an explanation explaining how sit-ins and freedom rides challenged segregation, including impacts and limitations.
How did Martin Luther King lead the civil rights movement?	Emerging (catching up): Identify the methods used by Martin Luther King. Achieving (keeping up): Describe in detail how Martin Luther King used non-violent protest to challenge racism and segregation. Excelling (going beyond): – Give details to explain how King led the civil rights movement and reach a judgement on why non-violent protest was effective.	Write a persuasive speech explaining why non-violent protest is the best way to challenge racism.
How did Malcolm X offer a different approach to civil rights?	Emerging (catching up): Identify the main ideas of Malcolm X. Achieving (keeping up): Describe in detail how Malcolm X's ideas differed from those of Martin Luther King. Excelling (going beyond): – Give details to explain the differences between Malcolm X and Martin Luther King and reach a judgement on which approach was more effective.	Write a comparison explaining the differences between Malcolm X and Martin Luther King.
How did the Selma marches challenge political segregation?	Emerging (catching up): Identify the key events of the Selma marches. Achieving (keeping up): Describe in detail how the Selma marches challenged political segregation and led to change. Excelling (going beyond): – Give details to explain why the Selma marches were successful and reach a judgement on their importance in securing voting rights.	Create a 1965-style news report explaining the Selma marches and their impact.

Y9: How did migration change post-war Britain?

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did the Civil Rights Acts change America?	Emerging (catching up): Identify the main changes introduced by the Civil Rights Acts. Achieving (keeping up): Describe in detail how the Civil Rights Acts changed the lives of Black Americans. Excelling (going beyond): – Give details to explain how the Civil Rights Acts changed America and reach a judgement on how far they reduced racism and discrimination.	Create a “Before and After” poster showing how life changed after the Civil Rights Acts.
How did the NHS and London Underground recruit Caribbean workers?	Emerging (catching up): Identify why Caribbean workers were recruited to Britain after the Second World War. Achieving (keeping up): Describe in detail why Caribbean workers came to Britain and the jobs they were recruited to do. Excelling (going beyond): – Give details to explain the experiences of Caribbean workers and reach a judgement on how positive migration to Britain was for them.	Create a 1940s recruitment poster encouraging Caribbean workers to come to Britain.
What was the significance of the Windrush generation?	Emerging (catching up): Identify the experiences of the Windrush generation. Achieving (keeping up): Describe in detail the opportunities and challenges faced by the Windrush generation, including experiences of racism. Excelling (going beyond): – Give details to explain the significance of the Windrush generation and reach a judgement on how far reality matched migrants' expectations.	Write an explanation of the expectations vs reality of the Windrush generation.
What does the Notting Hill case study reveal about immigration?	Emerging (catching up): Identify what happened to Kelso Cochrane. Achieving (keeping up): Describe in detail why Kelso Cochrane's murder was viewed as an injustice. Excelling (going beyond): – Give details to explain what the case reveals about race and immigration in post-war Britain and reach a judgement on why it was a turning point.	Write an explanation of why the murder of Kelso Cochrane was a turning point in Black British history.
Who was the mother of the Notting Hill Carnival?	Emerging (catching up): Identify who Claudia Jones was. Achieving (keeping up): Describe in detail why Claudia Jones helped create the Notting Hill Carnival. Excelling (going beyond): – Give details to explain Claudia Jones's contribution to Black British history and reach a judgement on her importance.	Write an explanation of why the Notting Hill Carnival was created and how important Claudia Jones was.
What does the Bristol Bus Boycott tell us about Black British history?	Emerging (catching up): Identify the key events of the Bristol Bus Boycott. Achieving (keeping up): Describe in detail what the boycott reveals about racism and discrimination in Britain. Excelling (going beyond): – Give details to explain the significance of the boycott and reach a judgement on its importance in Black British history.	Write an explanation of what the Bristol Bus Boycott reveals about Black British history.

Y9: How did migration change post-war Britain?

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How did the Race Relations Acts attempt to improve race relations?	Emerging (catching up): Identify the main features of the Race Relations Acts. Achieving (keeping up): Describe in detail how the Race Relations Acts aimed to improve life for minority communities. Excelling (going beyond): – Give details to explain how the Race Relations Acts affected race relations and reach a judgement on their effectiveness.	Write an explanation of how far the Race Relations Acts improved life for minority communities.
How did Enoch Powell's "Rivers of Blood" speech affect race relations?	Emerging (catching up): Identify the main arguments made in Powell's speech. Achieving (keeping up): Describe in detail how the speech increased tension and debate about immigration and race relations. Excelling (going beyond): – Give details to explain the impact of the speech and reach a judgement on how far it influenced race relations in Britain.	Write an explanation of how Powell's speech increased racial tension in Britain.

Y9: Being a historian: oral histories

Summer Term Golden Nuggets and Work Hard

Lesson title	Golden nugget	Work Hard
How do historians use oral histories?	Emerging (catching up): Name what oral histories are and what they can tell historians Achieving (keeping up): Name what oral histories are and give detail around what they reveal that official documents cannot — people's fears, hopes and daily experiences of migration Excelling (going beyond): – Give details to explain what oral histories can and cannot tell historians, and reach a judgement on whether they are more useful than official documents for understanding migration	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.
How do you present an individual migration story?	Emerging (catching up): Name the features of a good oral history presentation Achieving (keeping up): Name the features of a good oral history presentation and give detail around how to place an individual story within the bigger picture of migration Excelling (going beyond): Give details to explain how to present an individual migration story using quotes and historical context, and reach a judgement on how far one person's story can represent the wider experience 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.