**THE MOUNT SCHOOL YORK**

**HISTORY DEPARTMENT**

**KEY STAGE 3 SCHEME OF WORK**

**Last revised May 2013 – next revision June 2014**

**RATIONALE**

This scheme of work has been designed to enable pupils to:

* Be enthused and inspired by the study of History and to understand how human identities are shaped by the past.
* Acquire knowledge of British, European and World History to enable them to better understand the world today.
* Study a range of types of history e.g. political, religious, social and economic and local, both in overview and in depth.
* Develop as historical thinkers by posing key enquiry questions, using sources as evidence and communicating their historical understanding.
* Develop as historical thinkers through gaining knowledge of the past and its diversity, chronological understanding, and using the key historical concepts: cause and consequence, change and continuity, historical interpretations and historical significance.
* Progress from Key Stage 2, across Key Stage 3 and to Key Stage 4.
* To enjoy and progress in History, regardless of ability, through the use of a variety of teaching and learning strategies and differentiation.
* Develop their ability to think critically, participate as citizens in a democracy and communicate effectively.
* Make connections between their study of History and their other curriculum subjects.
* Use ICT to enhance historical learning.
* Be involved in the assessment of their own progression and in setting targets for their own improvement.

**TIMETABLE**

The number of weeks of study has been suggested for each topic area. Each topic should be studied and colleagues will need to bear in mind the requirements of the school exams.

**PROGRESSING HISTORICAL THINKING (HT)**

The key questions are designed to provide a focus for each topic. It is important to ensure these questions are addressed to ensure progression of pupils’ historical thinking. They also link into the periodic assessments, including the school exams. However, a key question does not have to be tackled ‘head-on’, nor does it preclude other areas of a topic being covered within the time available. The scheme of work is designed to ensure the development of historical thinking by revisiting the key elements of the discipline of history. How we can identity and support progress in historical thinking is constantly discussed and reviewed by the department.

**RATIONALE**

A brief rationale for each key question is included.

**LESSON/ACTIVITY IDEAS**

The Department aims to make its use of evidence and historical scholarship very explicit to learner. Students will be expected to learn key dates and events to inform their class work. Ideas are provided for activities/lessons using a variety of teaching and learning strategies. The resources for these are available in the History Store Room and/or Room 7 and also the School Library. These are by no means exhaustive and colleagues may prefer to develop their own resources. The development of resources will be an ongoing process, linked to professional updating. Options for ICT lessons are provided, and resources are increasingly available in both paper and ICT form. The accompanying handbook gives more detail about the department’s approach to differentiation. Specific resources available are indicated. The textbooks most often are from the ‘SHP’, ‘Thinking Through History’ and ‘Headstart’ series. The latter is usually more appropriate to extend the learning of the more able.

**LEARNING NEEDS**

All learners have specific needs. The lessons suggested in this scheme are differentiated for each student and class as appropriate to the learner.

**CROSS-CURRICULAR AND TOPICAL LINKS**

Some of the more obvious opportunities for building knowledge and skills in these areas are flagged up. There are many others, and others will occur frequently. (C = citizenship, L = literacy, N – numeracy)

**PROJECTS, VISITS, SPEAKERS, COMPETITIONS AND MORE**

Fieldwork and access to a wide range of historical activities in school are an essential part of a History curriculum. The Department is committed to ensuring that each year group has the opportunity to visit a site and/or hear a visiting speaker(s). Through our partnerships with PMG School near Berlin, Millthorpe in York, York ISSP and Historiana, we take part in exciting projects open to all.

**ASSESSMENT**

Assessment is part of learning and continual. We want students to habitually reflect explicitly on their own learning. There are periodic formal assessments across the key stage. The assessments (excluding exams) are indicated on the scheme of work in bold and the historical thinking focus is outlined. Pupils are given a target / thought for improvement related to the key historical thinking focus of the assessment.

**ONLINE**

The department communicates with other educationalists, students and parents online. The primary mechanism for this is <http://mounthistoryroom.wordpress.com>

**YEAR 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wk** | **Key question** | **HT focus and *key* *interpretation*** | **Rationale** | **Some ideas/resources for learning activities**  | **Lks** |
| **1****2****3** | **Who ‘rocked’ Europe in the Ancient World?** | Evidence and chronological understanding*EH Gombrich: ‘A Short History of the World’- chapter 6* | To use artefacts in context. To know the key features of the ancient civilisations and that they overlap. To know Britain’s place in this era and ancient world influence. | * Google maps with sites
* Stories from Gombrich chapters 3-17
* Artefacts from the British Museum collection on laminated cards with labels
* Pre-prepared basic timeline and dates. Students develop the timelines for each ancient civilisation – will see the overlap.
* Map of world for use on this display.
* P18 Dillon timeline of Britain: Rome 55BCE to 1066 to learn as prep
 | C |
| **4** | **How does the audience shape the story?** | Historical interpretation*P Dillon: ‘The Story of Britain’* *p13-15* | Focus on message and audience of a historian of the period from departure of Rome to 1066. | * Patrick Dillon’s book
* Text extract from the book
* Extra information sheet to challenge Dillon
 | L |
| **5****6****7****8** | **Why did William fight and win at Hastings?** | Cause and consequence**Essay on causation** *Bayeux Tapestry* | To learn about a key historical turning point in English history, to study causation and write a peer reviewed history essay. | * Contenders and battle role play exercise
* Reorder events sheet for consolidation
* Warwalks video (with SEN sheet). Other DVD shorts
* Bayeux tapestry laminated cards
* Card sort on causes + cards of opinions on causes
* A paragraph is like a hamburger + joke para example cards
* Writing frames for the essay
 | L |
| **9****10****11** | **How much did England change for the English after 1066?**  | Change and continuity*Marc Morris:* *‘The Norman Conquest’* | To learn about the impact of the invasion and diverse experiences/response  | * Je suis le roi role play
* Cards of William’s challenges
* Alan the Red video
* Feudal system mini role play using chairs and desks
* 6 diverse English characters to consider impact – incl ‘John Smith’
* “And all that” ‘standalone’ lessons on architecture and language
 | C |
| **12****13****14****15****16** | **What evidence do we have for life in the Middle Ages?** | Evidence *Beresford & Hurst:**‘Wharram Percy’* **Speech for John Smith the museum waxwork +****oral assessment of justification of choice of evidence** | Use of variety of sources as evidence to construct a detailed narrative. | * Extract of ‘Wharram Percy’ for tentative language
* Pictures of ‘John Smith’
* Planning task and peer review worksheets
* Aerial pictures of Wharram Percy site
* Luttrell Psalter video
* ‘Jack Potter’ sources and task-sheet to encourage deduction from sources
* Barter role play
* Medieval map of north of England
* Layers of inference diagrams using Wharram Percy
* Mime and colouring ex villages and village life
* Doom Painting
* Role play of a village trial
* Dillon’s timeline p83-84 to learn over next half term.
 | C |
| **17** | **Would you rather live in a medieval town or village?** | Similarity and difference*Ian Mortimer: ‘A Time Traveller’s Guide to Medieval England’* | To compare and judge town vs village life and to learn about a medieval city. | * Entrance to Exeter from Mortimer – read slowly and they draw sketch scenes
 | C |
| **18** | **Would you rather live in medieval Baghdad or London?** | Similarity and difference*As above* | To compare and judge life in a medieval European Christian city and in a Middle Eastern Muslim city | * Google maps for locations
* 10 places to see in London from Mortimer p19-21
* Comparison cards of both places: government, attraction, technology, public health, freedoms, religion etc.
 | C |
| **19** | **‘Damsels in Distress?’ – how well does this describe medieval women?**  | Evidence and communication**Essay testing statement vs evidence from source material** *‘Medieval Women’ Henrietta Leyser* | To test a hypothesis vs source evidence and learn about the diverse roles women played in society.  | * Calendar pictures of Medieval women
* The story of Margarie Kempe in her own words, from Leyser
* Ben Walsh précis exercise
* Essay assessment guidance sheet
 | L |
| **20** | **How significant is Erfurt to historians?**  | Historical significance[*http://www.guardian.co.uk/science/2009/feb/14/perfume-bottle-erfurt*](http://www.guardian.co.uk/science/2009/feb/14/perfume-bottle-erfurt) | To learn about reasons for and impact of travel and communication in medieval Europe and to apply historical significance criteria | * Google Earth to locate
* Laminated cards of sites and artefacts
* Catching notes sheet
* Description of life in Erfurt pre and in 1349
* Significance criteria on cards to apply
* <http://www.guardian.co.uk/science/2009/feb/14/perfume-bottle-erfurt> - film clip and accompanying text intro to the Erfurt treasure – what has the reporter chosen to focus upon?
* Produce significance windows of Erfurt
 | C |
| **21****22** | **What difference did the Black Death really make?** | Change and continuity *"The Black Death: The Intimate Story of a Village in Crisis 1345-50”**John Hatcher* | To learn the social, economic and political impact of a crisis, the continuities, and diverse responses to it.  | * Diagram about how plague was caught
* Map of plague across Asia and Europe
* Extract of Schama video on Black Death
* Cut and stick about supernatural and practical ideas
* Write (brew?) own remedy
* 7 mins on deserted village
* Peasant Revolt video shorts
* Village of Walsham stories
 | C |
| **23** | **Why is it difficult to find out what really happened at Agincourt?**  | Historical interpretation*Anne Curry; ‘Agincourt: a new history’**‘Henry V’ William Shakespeare* | To examine the evidence behind varied interpretations and how the interpretations are constructed.  | * Ladybird book on Henry V, Henry V film, text of scene
* Shakespeare text deconstructed around sources
* Anne Curry text and sources
 | CL |
| **24** | **How much change was there in Britain 1750-1850?** | Change and continuity*Patrick Dillon: ‘The Story of Britain’***Medieval John Smith dreams he meets 19thC John Smith and they compare notes** | To learn some of the key changes in this period and to get a sense of the breadth and depth of that change  | * A matching exercise of picture sources showing continuity and change 1750-1900 on whiteboard
* Work out how many generations of John Smith’s we now have.
* List of 18th and 19thC dates to learn over next half term.
* p237-40 read to summarise the sense of great and speedy change
 | C |
| **25****26****27** | **What theories do our sources support about the population of Britain between 1700-1900?**  | Evidence*Richard Muir: ‘The Villages of England’* | To take the particular to the general by contextualising parish data. To learn about the impact of enclosure on individuals, society and economy.  | * Adel parish record data and tasksheets for varying abilities .
* Small John Smith’s to stick in margin and sketch clothes onto. Keep referring to his experience of these changes.
* Enclosure role play and maps of before and after for a village
* p198-202 Muir on the impact of enclosure – what is his interpretation?
 | C |
| **28****29** | **Why did Britain have an Industrial Revolution?** | Cause and consequence*E.J. Hobsbawm: ‘Industry and Empire’* | To revise and extend understanding of causation and to become familiar with the concept of the industrial revolution  | * Categorising of causes from Quarry Bank story
* Card sort of possible causes and pros and cons in support of them, then rank causes on a washing line
* p48-49: Hobsbawm’s interpretation of the trigger to bring into w. line
* Small John Smith’s to stick in margin and sketch clothes onto. Keep referring to his experience of these changes
 | C |
| **30****31** | **How were British cities transformed for the better in the 19th century?**  | Cause and consequence*Asa Briggs: ‘A Social History of England’* | To learn about the extent of change to cities and life in cities as a result of the changes of this period.  | * Lots of laminated sources - ideas from Diana Laffin booklet on how to use them to build source skills
* Cards of actions that could make a difference to the poor for use as justification
* Plan and present documentaries on the topic and/or report to govt and make recommendations for improvement
* p215 Briggs on cities
 | C |
| **32****33** | **Who was the most significant English monarch 1066-1649?** | Historical significance*Horrible Histories Kings and Queens song***Presentations of a monarch they think demonstrates the title.** | To start to develop agreed criteria for significance, use them to form judgments and present a persuasive case.  | * Medieval Kings top trumps
* ‘Horrible Histories’ Kings and Queens song – who do they rate?
* In the margin of this work so far, or a space underneath, take a monarch and write a few notes about the impact their actions would have had on John Smith’s life
* Monarchs and dates to learn (with song)
* Library research
 | C |
| **34****35** | **Why and with what results did church and state struggle for power?**  | Cause and consequence*Simon Schama: ‘A History of Britain’* | To learn about how the state and church struggled and the state eventually won the power struggle  | * Picture of the Ambassador’s to start with
* Play about Thomas Becket and Henry II's quarrel
* Word bag for tone words to describe Grim source
* Layers of inference diagrams of different accounts of the murder of Becket
* Map of Henry II’s Empire
* Henry VIII portraits
* Model duration of Henry’s marriages
 | C |
| **36****37** | **How and why was Elizabeth’s image constructed?**  | Historical interpretation*Alison Weir: ‘Elizabeth - the Queen’* | To learn about the creation and use of political propaganda and the specific issues facing Elizabeth as a female monarch | * 3 portraits of Elizabeth from across reign (view, check for detail, context links) – British Library
 | C |
| **38****39** | **Why did Parliament execute the King?**  | Cause and consequence*CV Wedgwood: ‘The Trial of Charles I’* | To learn the factors behind Charles I’s execution and to use historical terminology to categorise these | * Video with a module on why Charles was executed Play about the trial and execution of Charles.
* Cunning Plan about ‘Who cares for Charles?’
* CV Wedgwood extracts for interpretations work
* Washing line
 | CL |

**YEAR 8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wk** | **Key question** | **HT focus and *key* *interpretation*** | **Rationale**  | **Ideas/ resources for learning activities** | **Lks** |
| **1****2** | **How did Britain become a democracy?**  | Cause and consequence*Patrick Dillon: ‘The Story of Britain’* | To learn the factors involved in the development of democracy, and how they interplay with examples. To understand how complex and uneven the process is. To better understand how a democracy is constituted.  | * Read the last couple of ‘What next? pages. The key = we don’t know. From Y7 we do know ‘progress’ can go up and down and is not even. Use to guess a line of progress for the KQ.
* Starter flip clip of Charles II dissolving Parliament over James as his heir – who has the power?
* Evidence of democracy: newspaper, voting card, petition etc.
* How democratic was Britain in 1928 short film clip for part way through.
* DVD shorts on various events
* Silent annotation of text
* Tablemat exercise of the key question
* Learn dates on timeline
* Scripted drama ‘to us it’s family, pet’
 | C |
| **3****4** | **Which were the most significant events in Britain becoming a democracy?** | Historical significance *Schama: comparing Churchilll and Orwell’s views***Oral presentation justifying significance** | To develop own criteria for assessing historical significance and apply them to persuade.  | * p403-4 Schama comparing Churchill and Orwell’s views of the heroes of British democracy. Which tends towards the leaders and which to the people?
* Museum display
 | C |
| **5** | **How has leadership changed as a result of Power to the People?**  | Change and continuity*Schama: ‘the History of Britain’***Written conversation between Henry VIII and the PM** | To learn about how far the exercise of power has had to change in response to Britain becoming more democratic.  | * Review qualities of a strong medieval king
* Draw out the qualities of a modern MP / PM are expected to rule
* Some exemplars – how would William I or Henry VIII have dealt with this, compared to a modern politician?
* Write the conversation about power and ruling between Henry VIII and the PM
* Timeline from p173-4 Dillon to learn as prep
 | CL |
| **6** | **How differently has the Gunpowder Plot been interpreted?** | Historical interpretation*Roy Strong: ‘Britain: a People’s History’* | To learn how and why interpretations shift and change and how far they are connected to evidence.  | * Film clip to compare with what we think today
* p226 interpretation Strong thinks the British have of the Gunpowder Plot to text against survey of people today (researched before the lesson).
* Evidence of the Gunpowder Plot to compare to interpretations
* Write to Strong agreeing / disagreeing.
 | C |
| **7****8****9****10** | **Why is Oliver Cromwell so controversial?** | Historical interpretation *‘Greatest Britons’ – Starkey vs Pogues**Antonia Fraser: ‘Cromwell: Our Chief of Men’***Essay evaluating interpretation** | To work more deeply that in Y7 with the audience, purpose and construction of historical interpretations.  | * Extract of the film ‘Cromwell’ – how is he presented?
* Video overviews of Cromwell’s life – with context to their production
* Whiteboard of Cromwell’s portrait - how does it make him look like a leader?
* Fact cards on Oliver Cromwell and on whiteboard
* Laminated sources about Cromwell
* Pogues song re Cromwell with Irish context
* Put Cromwell on trial with historians/contemporary figures as witnesses
* Write Cromwell’s funeral oration
* Writing frames for essay ‘Why are there so many interpretations of Cromwell?’
 | C |
| **11** | **How are modern people still linked to the transatlantic slave trade?** | Historical significance*‘Who do you think you are?’ BBCTV* | To learn about personal historical significance inter-connecting with historical events/change. | * Intro video from the Docklands Museum
* Use of stories on the BBC ‘Who do you think you are?’ website
* Research of characters on cards
* P224 Dillon timeline to learn as prep
 | C |
| **12****13****14****15** | **How diverse was the experience of slavery?**  | Similarity and difference*Mary Prince, Olaudah Equiano, Adam Hochschild***Novel – depth of historical detail and sense of period** | To learn about the diverse experiences of transatlantic slavery and slaves in British colonies.  | * Character role play to show how the triangular trade made economic sense
* BBC programmes on slave trade
* Written accounts
* Slavery novel exercise
* Slave ship Zong and other picture resource sheets
* ‘Roots’ and ‘Ajayi’ extracts on capture
* Visit to Wilberforce House – half day writing stories and afternoon debating abolition

  | C |
| **16** | **Why were the Quakers often forgotten in the history of the abolition of the slave trade?**  | Historical interpretation *Wilberforce House**Adam Hochschild: ‘Bury the Chains’* | To learn about the difference between popular and historical interpretations of the past and to account for the difference.  | * Cards of abolition causes and their role from Hochschild to assess
* Refer to Wilberforce House visit
* BBC programme on abolitionists
* Extract from ‘Britons’ with an abolition interpretation for able and accompanying cards to help pupils understand it - hard
* BBC programme evaluating the role of Wilberforce – more able
 | C |
| **17****18****19** | **Was the British Empire great?** | Evidence*Simon Schama: ‘A History of Britain’* | To learn why the empire was built up and to judge it from the perspectives of the rulers and the ruled using a variety of angles and sources of evidence. | * Empire bingo to show importance of trade
* Extracts from Schama
* Collection of layers of inference diagrams with cartoon, portrait and music sources
* Adapted pages from Minds and Machines
* Prep sheet on Empire Day and Professor ‘Know it all’ correction sheet
* p272 Dillon timeline to learn as prep
 | C |
| **20****21** | **How is the British Empire significant today?** | Historical significance*Jeremy Paxman: ‘The English’* | To analyse in what ways the Empire remains historically significant to Britain and the world today.  | * Evidence files about the legacy of empire
* What does Paxman include / miss out?
* Review of how we can assess historical significance
* Develop a speech for Nehru to explain title
* Develop 4 stamps for Royal Mail activity
 | C |
| **22** | **How did the experience of Empire change the British?** | Change and continuity*Collection of oral and personal written histories* | To learn about immigration and emigration connected to Empire.  | * Set of personal stories to use as evidence of emigration and immigration connected to Britain’s empire. Factors involved?
* Comment on <http://www.guardian.co.uk/uk/2013/may/27/york-mosque-protest-tea-biscuits>

  | C |
| **23****24****25** | **What can we learn about British national identity from British art 1500-1914?**  | Evidence*EH Gombrich**‘The Story of Art’***Leaflet for an exhibition of art ‘British identity 1509-1914’** | To develop further use of historical evidence and to draw together themes of a sweep of British history using art | * Collected, laminated images from the period with analysis
* Task sheet challenges to write the tour leaflet for an exhibition titled ‘The identity of Britain 1509-1914’ using thumbnail pictures and commentary. What would select and why? How arrange? What themes want to draw out? What want audience to learn?
* Context cards re Britain at the time of each picture.
 | L |

**YEAR 9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wk** | **Key question** | **HT focus *and key interpretation*** | **Rationale** | **Ideas / resources for learning activities** | **Lks** |
| **1****2****3** | **How did one small town in Germany shape your life?**  | Cause and consequence*TJ Reed: ‘the Classical Centre’ and P Watson: ‘The German Genius’* | Use Weimar as a vehicle for studying interconnected European cultural history of 17th-19thC | * Map of town
* Pen portraits of key characters with their interconnections – talk to each other with eavesdroppers
* Extracts of writings
* Shoulders of giants model to complete Factors, with red herrings, to select which made it happen
* Draw out ideas and link to later developments
 | C |
| **4** | **How far was the period 1901-1914 a ‘Golden Age’?**  | Similarity and difference*Rowntree: ‘Poverty a Study in Town Life’ and Brittain: ‘Testament of Youth’* | To study evidence to learn about diversity of the period.  | * PPT of images
* Photojournalism education programme
* Source extracts from Rowntree, Brittain etc with descriptions of life pre 1914.
* p340-44 Dillon timeline to learn as prep
 | C |
| **5****6****7****9** | **How far did WW1 transform lives?** | Change and continuity*Otto Dix ‘Der Krieg’, 1924 and Paul Nash***Presentation evaluating change** | Particular experiences to create a general view about the impact of WW1 on German and British lives. Assess amount of change and account for it.  | * Start with Otto Dix and Paul Nash images
* Folders with resources and leads for 4 different characters (German and British) for small groups to work on and present. Set of research questions in each. Could adapt to a family member.
* Later part to the ‘Golden Age’ photojournalist programme has good summary on WW1.
* Library resources and textbook store
* Exercise on survivors
 | C |
| **10** | **How did WW1 transform the world?** | Change and continuity*Margaret Macmillan: ‘Peacemakers’* | Open up minds to the range of 20th century history, encourage independent learning and consider value of sources available. | * Introd to ‘Peacemakers’ to set the scene
* Tasksheet of images and tasks to do with them
 | C |
| **11****12****13****14****15** | **Why did a murder lead to war in 1914?** | Cause and consequence*N. Ferguson: ‘the Pity of War’ and Eric Hobsbawm: ‘Age of Empires’***Essay on causes** | To enable pupils to understand complex causation, to provide context for the GCSE course and essay practice | * History file video
* ‘Days that Shook the World’ /Horrible Histories
* Events leading up to WW1 sheet – spot nationalism, militarism etc
* German cartoon map of 1914
* Tasksheet on the Sarajevo murder
* Pictures of steps to war to cut and stick
* Role play about the August 1914 peace conference that never happened Europe in 1914 maps
* Charts for capturing source information + sources
* Whiteboard alliances and Schlieffen Plan
* Headstart textbook
* Events sheet to learn and concept mapping exercise
* Contrast of Ferguson and Hobsbawn interpretations
* Essay frameworks
 | L |
| **16****17****18** | **How did women in Britain campaign for the right to vote?** | Cause and consequence*Margaret Forster: ‘Hidden Lives’***Explanation of a factor**  | Aiming to use drama to understand diversity within a historical enquiry  | * Introd with Prologue from ‘Hidden Lives’ to set the complexity and make it personal
* Joan Smith and the Forbidden Franchise scripted drama and tasks
* Photojournalism video
 | LC |
| **19****20****21** | **When did life really improve for ordinary people in Britain?** | Change and continuity*Dominic Sandbrook ‘White Heat’ and the ‘Way we were’ and Andrew Marr: ‘A History of Modern Britain’* | Aiming to understand the changes and continuities in life 20C Britain and to deepen understanding of the concepts | * Year 9 SHP book
* Lots of examples of technological examples to debate and consider and dates to learn
* Extracts from Sandbrook and Marr
 | C |
| **22****23****24** | **Which was the most significant event of World War Two?** | Historical significance*‘The World at War’ 1973 TV series and many other films and books in library***Presentation and debate about relative significance** | To learn about key events in the Second World War and to debate their relative significance  | * + Initial discussion of title and significance
	+ Timeline of WW2 (to learn) – selection of events in pairs
	+ Initial research and re-discussion of the significance criteria
	+ Research of presentations and preparation of questions for others
	+ Presentations with questions and debate
 | L |
| **25** | **What can we learn from individual histories about World War Two?** | Similarity and difference*Selection of (adapted) personal stories* | Aiming to particularise the general looking at the experience of diverse individuals from different countries | * + Profiles, dated cards and context cards for 12 characters
 | C |
| **26****27** | **Which interpretations of Winston Churchill do you find most convincing?** | Historical interpretation*Roy Jenkins: ‘Churchill’ and other extracts***Review of interpretations to a newspaper** | Aiming to develop further understanding of historical interpretation and to introduce students to a complex individual | * + Churchill’s speeches recordings
	+ Evidence from Churchill’s life
	+ Contextualised interpretations of different historians, films, museums etc and the popular view.
 | C |
| **28****29****30****31****32** | **How can we understand the holocaust as historians?** | Evidence*IOE evidence pack and Beth Shalom* | Aiming to promote independent enquiry through the use of evidence | * + Sources for initial enquiry
	+ Set of specific textbooks
	+ IOE resources
	+ Schindler/Stamgl citizenship exercise
	+ Dates to learn
 | C |
| **33****34** | **How can the life of Fritz Haber help us to answer big questions?**  | Evidence*BBC R4: ‘The Chemist of Life and Death’* | Aiming to introduce to thinking about big themes in 20th C European society and reputation | * Materials using the life of Fritz Haber to explore themes such as greatness, reputation, European society, intellectual life and culture in the first half of 20th C esp in Germany. What further enquiry would you want to do to substantiate and further your enquiry?
 | C |
| **35****36****37** | **Why do some historical stories stay and others disappear?** | Historical significance *Katrin Himmler: ‘The Himmler Brothers’* | Aiming to reflect on historical significance in the light of psychological concepts | * Lithuanian mystery of bodies
* Cards of Katrin’s story
* PPT of Tussaud’s and handout
* Psychological concepts
* Germany 1945-2000 sheets
* Football article
* Memorials powerpoint
* Role play of memorial debate
* What do we memorialise
* Forgotten British histories
 | C |
| **38****39** | **What would your National Curriculum look like?**  | To draw together and reflect upon KS2 and KS3 history**Understanding of discipline of history to inform final assessment** | Aiming to get students to reflect on what they have studied in history and historical thinking | * Y9 SHP book
* Range of other textbooks
* Range of National Curricula and attainment targets
* Create and justify own curriculum
 | C |