Year 7 Learning Pathway

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Enquiry Question	**PreHistoric Britain** How do Historians know what happened before written record?	**Roman World & Pompeii** Is Mary Beard right about Pompeii?	**Medieval life & The Battle of Hastings** Why was the Battle of Hastings so Significant? How typical was medieval life?		**Early Modern History & Hardenhuish House** Which Tudor monarch was the most successful?	
Threshold **concept** explored		Empire and nationalism	War and conquest Systems of government Religion and society		Diversity Systems of government Locality Religion and Society	
Building on	Primary work on local history Developing source skills and key history skills	Primary work on ancient civilizations	Any preconceptions of monarchy, government or rule Primary work on different societies Religious Education's introduction to different religions		Comparison with other rulers	
Leading to	Russian Revolution causation lesson and Suffragette local study	British Empire, Hastings, 1920s world	English Civil War, First and Second World War, Holocaust, Saxons GCSE Tudor exploration, 1920s world, Industrial Revolution		English Civil War, British Empire, Russian Revolution, 1920s World, First World War	
How will you know how you are doing	Baseline test Group Assessment Book Check	Standardised Assessment Book Check	Standardised Assessment Book Check Book check		Oral argument feedback Book check	
Experiences to look out for	What is in Hardenhuish woods? Hardenhuish House tour		Medieval life game Reconstruction of the Battle of Hastings		Create your own Tudor home	
Reading, Writing, Oracy practice	Oral assessment Written timeline assessment <u>Core book</u>: Robert Lacey, *Great Tales from English History*		Interpretation, Sources & Essay assessment <u>Core book</u>: Ladybird William I book, Marc Morris *Norman Conquest*		Oral assessment – presenting the History of Hardenhuish House <u>Core book</u>: Alison Weir *Queens of the Conquest*	

Year 8 Learning Pathway

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Enquiry Question	**English Civil War and Industrial Revolution** Why did power shift from palace to parliament?	**Industrial Britain** Why was Britain the first to Industrialise and what was its impact?	**Transatlantic slave trade** How should we remember the slave trade in Bristol?	**British Empire** What was the legacy of the British Empire?	**Russian Revolution** Why was the 1917 Russian Revolution so significant?	**Suffragettes** What can the Suffragettes tell us about the fight for freedom?
Threshold **concepts** explored	Empire, nationalism and diversity	Democracy, war and conflict and religion, locality	Protest, empire and nationalism	Empire and nationalism, protest	Democracy, protest and terrorism	Diversity, democracy and protest, locality
Building on	Medieval society and Hastings	Tudors	Industrial revolution in Year 8 and medieval society in Year 7	Roman Empire, industrial revolution, slavery	Industrial revolution Tudors and empire	Medieval society, English Civil War and monarchy
Leading to	British Empire	First World War	Suffragettes, Empire Holocaust	First World War Tudor Exploration	Second World War Terrorism	Second World War English Civil War Medieval Life First World War
How will you know how you are doing	Standardised Assessment Book check	Book check	Museum assessment Book check Year 8 exam	Topic test Book check	Standardised Assessment Book Check	Standardised Assessment Book Check
Experiences to look out for	Online tour of Industrial Manchester Use of real archives of industrial cities Rebecca Rolfe versus Disney's Pocahontas		Debate on Empire Protest songs and the transatlantic slave trade		Debate on democracy Rasputin Dance Voting game	
Reading, Writing, Oracy practice	Essay, extended reading on the life of <u>Core book</u>: Miranda Kaufmann *Black Tudors*		Resistance stories Protest songs <u>Core book</u>: Niall Ferguson *Empire*		<u>Core book</u>: Robert Lacey *Great Tales from English History,* Orlando Figes *Revolutionary Russia*	

Year 9 Learning Pathway

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Enquiry Question	**First World War** How should we remember the First World War?	**1920s World** How did the interwar period affect the lives of others?	**Second World War** Why was the war seen differently by different countries?	**The Holocaust** Why is the Holocaust not the last genocide?	**Civil Rights Movement** Was Martin Luther King the most important person for black rights?	**The Cold War** How close did the world come to nuclear war?
Threshold **concepts** explored	War and conflict, locality, empire and nationalism, diversity	Systems of government, democracy	War and conflict, diversity, empire and nationalism	Protest, democracy, war and conflict, empire and nationalism	Protest, democracy, diversity	Protest, democracy, Empire, Nationalism, Diversity
Building on	British Empire, Roman Empire, English Civil War, Suffragettes	English Civil War, Medieval life	First World War, British Empire	Second World War, Russian Revolution	Empire, First World War, Second World War, Suffragettes	World War Two
Leading to	Second World War, Medicine GCSE	Second World War, British America GCSE	Holocaust, Nazi Germany GCSE	Nazi Germany GCSE A Level Coursework	British America GCSE A Level Coursework	A Level if chosen
How will you know how you are doing	Memorial assessment Book check	Source task Book check	Topic test Book check	Debate on issues relating to genocide Book check	Standardised Assessment	Book check
Experiences to look out for	Stock market game CWGC FWW investigation Reconstruction of Battle of the Somme Battlefield trip		Holocaust debate/exploration of period Holocaust survivor talk		Cuban Missile Crisis Decision Game	
Reading, Writing, Oracy practice	Life stories of FWW soldiers <u>Core book</u>: Gary Sheffield, *Short History of the First World War,* Nick Lloyd *The Western Front*		Accounts from different countries on their experience of SWW <u>Core book</u>: Maus		Oral assessments and debates <u>Core book</u>: Fairclough, *Better Day Coming*	