

	Week Commencing	7 th September	14 th September	21 st September	28 th September	5 th October	12 th October	19 th October
Autumn 1	Topic	Demographic transition model	Causes of the industrial revolution: changes in Britain 1700 - 1900	Impact of the industrial revolution: causes, links and justification	Impact of industrialisation on Victorian Britain: slum life	Literacy, creativity: reform and the industrial revolution	Child workers during the industrial revolution	Child workers and the mining industry / industrial revolution and Stoke-on-Trent
	Extended Learning		Era comparison 1700, 1825 and 1900 – changes	Links and interrelationships regarding town's population growth, entrepreneurs, inventors, inventions, raw materials, transport etc.	Source based enquiry – images regarding sanitation, disease and problems caused by industrialisation	Inspection report by HMI. Empathy and literacy, model, scaffolding. Word walls, 6 senses in history	Carousel activity on child workers in coal mines, pot banks, chimney sweep, iron works etc. Problems, dangers, feelings and comparison	Problems and dangers in coal mines – pair, share and compare. ICT lesson – problems and solutions / empathy in history
	Assessment	Formative, Lots of HOTS, AFL	Analysis and inferences from source material	Prioritisation and written justification of choice, imp phase	Paired work – peer AFL, scaffolding and support materials	Summative marked by teacher. Opportunity for self-response. AFL	Explain why question – defend and justify historical judgements	Lots of HOTS. AFL formative

	Week Commencing	2 nd November	9 th November	16 th November	23 rd November	30 th November	7 th December	14 th December
Autumn 2	Topic	How did William take control: motte and bailey castles, harrying the north	The Huskar Pit coal mining disaster	The great exhibition	Introduction to slavery	The triangular trade	Amistad, empathy and history – my slave story	Amistad, empathy and history – my slave story
	Extended Learning	Big think q's – who, what, where, why, attitudes and ideas	V+A website – independent mission – focus support and differentiated task choice re-evaluating significance of g exhibition.	What is a slave? What does it mean to be enslaved? Group task – chronology of slavery – challenging preconceptions	The business of slavery: processes involved and exposition of source material relating to outward passage, middle passage, auction, plantation life, homeward passage	The business of slavery: processes involved and exposition of source material relating to outward passage, middle passage, auction, plantation life, homeward passage	Amistad – inference / cop focus. Alternative viewpoints – accuse and defend events. Hot seating possibility	Personal slave story. Differentiated level of support. Word walls, scaffolds structure, model answers, empathy focus.
	Assessment	Differentiated empathy task	Written summary, Lots of HOTS	AFL – t lights etc. Lots of HOTS self-assessment	Iceberg / evaluation	Iceberg / evaluation task	Peer review Lots of HOTS	Slave story teacher and peer

	Week Commencing	4 th January	11 th January	18 th January	25 th January	1 st February	8 th February	
Spring 1	Topic	Slavery and plantation society	Resistance and slavery	Abolition of slavery	American civil war and slavery	1836: the emancipation of slaves and the KKK	Rosa Parks, MLK and Malcolm X	
	Extended Learning	Sources visual versus pictorial. Social hierarchy on typical plantations	Violent versus passive resistance, underground railroad etc.	White abolitionists, black abolitionists, links to sot	Knowledge focus on American civil war and manipulation of black Americans	Emancipation did life really improve? KKK education, discrimination, testimony	What are civil rights? Comparison of legacy and actions of RP, KKK and Malcolm X	
	Assessment							

	Week Commencing	22 nd February	29 th February	7 th March	14 th March	21 st March		
Spring 2	Topic	What are civil rights? Comparison of legacy and actions of RP, KKK and Malcolm X	The long term causes of WW1	The spark and short term cause of WW1	The Schlieffen plan and stalemate	Trench life		
	Extended Learning	Militarism, alliances, imperialism and nationalism triple entente jealousy and empires	Assassination of archduke Franz Ferdinand and consequences domino effect	Theory versus reality, analysis of message of primary evidence	Carousel activity regarding weather, lice, rats, food, shell shock, blighty wounds etc.	Evidence pit stops and inferences from photographic evidence. Letter home		
	Assessment	Differentiated written / map / source tasks	Domino effect montage / creativity self and peer assessment Lots of HOTS	Teacher – IMP phase formal	Peer, AFL, group feedback, Lots of HOTS	Teacher marked / success criteria		

	Week Commencing	11th April	18th April	25th April	2 nd May	9 th May	16th May	23rd May
Summer 1	Topic	Recruitment	Weapons of WW1	The battle of the Somme 1916	The role of women and WW1	Defeat, surrender and armistice – the cost of WW1	The treaty of Versailles – the cause of WW2	The early years of Adolf Hitler preconceptions
	Extended Learning	What is propaganda? Kitchener poster focus. Message / meaning / sympathy etc. Creation of own propaganda poster	Dragons Den – wicked weapons of WW1. Comparison exposition of artillery, machine gun, gas, tank, flamethrower, submarine	Theory and reality. Iceberg: does Haig deserve his reputation as a butcher of the Somme?	1910, 1914 and 1918 case studies – pit stop, carousel or jigsaw choice. Coverage of suffragettes, white feather campaign, nurses and land army	Review: poetry exploration, statistics and montage activity	Who were the big 3 and what did they want for defeated Germany? Terms of the tov – lamb. Clemenceau source – message and purpose	KWL grid chronology activity and challenging preconceptions. Hitler high school report
	Assessment	Peer and self	Peer and self	Iceberg – teacher	Lots of HOTS	Lots of HOTS	IMP phase resource focus	AFL, Lots of HOTS, formative
	Week Commencing	6 th June	13 th June	20 th June	27 th June	4 th July	11 th July	18 th July
Summer 2	Topic	How did Hitler rise to power – what did Nazi party stand for?	What was the SA?	The 5 snowballs and problems facing the Weimar republic	The 5 snowballs and problems facing the Weimar republic	The 5 snowballs and problems facing the Weimar republic	How did Hitler control the German people	Review and reflection of year 8
	Extended Learning	Nationalism, socialism, Munich Putsch and SA	Research investigation into the Sturmabteilung and who they targeted	Overview and constitution of Weimar republic	Stab in the back myth and treaty of Versailles	Political chaos, occupation of the Ruhr and hyper-inflation	Terror and propaganda: examples and groups	End of year quiz
	Assessment	Lots of HOTS	Peer / success criteria	Teacher facilitation and questioning	Explain why	Source Q, explain why	Peer review, Lots of HOTS	Self-review