

History Overview – Year 7



Students receive four hours of History lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	History Skills	Medieval Times - Who are the British?	Medieval Times - War and conflict
Topic Objectives	<ul style="list-style-type: none"> What is History? What is chronology? What are historical sources and how are they analysed? How do historians use change and continuity to analyse the past? 	<ul style="list-style-type: none"> Who are the British up to 1066? What was Anglo-Saxon England like in 1066? Was Anglo-Saxon England annihilated and another set up in its place? Was life terrible for peasants in Norman England? Were medieval towns the dirtiest places to live? Did the people prevent the Black Death by luck or skill? 	<ul style="list-style-type: none"> Who should be King in 1066? Who had the best army in 1066? Why did Harold lose his kingdom in 1066? How useful are sources to historians investigating the Battle of Hastings? Did the people of England accept William as their King? How far did castles change after 1066?
Acquired Knowledge/Skills	Chronology Historical source analysis Change and continuity	Chronology Causation Change and continuity Historical source analysis	Chronology Causation Historical source analysis Change and Continuity
Assessments	Summative assessment	Summative assessment	Summative assessment
Citizenship	<ul style="list-style-type: none"> PSHE Development: <ul style="list-style-type: none"> Developing curiosity, confidence and independence by learning how historians think, question evidence, and build arguments. Reflecting on how people lived in early medieval Britain and understanding the challenges, inequalities, and lived experiences of different social groups. Exploring themes of conflict, leadership, fairness, and responsibility through the study of the Norman Conquest and the Battle of Hastings. Careers Education: <ul style="list-style-type: none"> Introducing students to transferable skills such as analysis, critical thinking, communication, and evidence-based reasoning. Linking the work of historians to careers in law, journalism, archaeology, heritage, education, politics, and public service. Highlighting how historical interpretation skills are used in modern professions connected to research and decision-making. Fundamental British Values: <ul style="list-style-type: none"> Democracy: Considering leadership and succession in 1066 and beginning to understand how governance has changed over time. Rule of Law: Exploring the legal, military, and social structures of medieval England and how rules shaped society. Individual Liberty: Discussing the limited freedoms of different medieval groups and comparing these with rights enjoyed today. Mutual Respect and Tolerance: Appreciating how a diverse early Britain emerged from Anglo-Saxon, Viking, and Norman influences. SMSC Development: <ul style="list-style-type: none"> Spiritual: Reflecting on beliefs, values, and religious influences in early medieval society. Moral: Evaluating moral choices in historical events such as succession crises, battles, and treatment of social groups. Social: Understanding how communities were organised and how power and status shaped medieval life. Cultural: Recognising the cultural heritage of Britain's early medieval past and how different cultures shaped national identity. 		

	Spring 2	Summer 1	Summer 2
Topic(s)	Medieval Times – Whose got the power?	Medieval Times – Crime and punishment	Medieval Times – The world around us
Topic Objectives	<ul style="list-style-type: none"> Who had the power during the medieval times? How could people spend less time in purgatory? Church vs Crown – who won? Who was the ‘real’ Richard the Lionheart? Was King John really a terrible King? Is Magna Carta significant? 	<ul style="list-style-type: none"> Introduction to crime and punishment Why did crime happen in the medieval period? How did criminal justice change from the Anglo-Saxon to the medieval period? Were punishments for crimes harsh in the medieval period? Robin Hood: myth, legend or true? Does the legend of Robin Hood explain the causes of crime? 	<ul style="list-style-type: none"> How advanced was the Islamic world during the medieval times? Was Baghdad a wonderful city to live in during the ninth century? How successful were the silk roads of the middle east? Were the silk roads ‘the axis which the world spun?’ The Crusades: Holy War or Holt Deceit? How do we know about the Kingdom of Mali? What do sources and interpretations tell us about Mali? How did the Kingdom of Mali grow? How did the golden age of Mali end? Who was Mansa Musa?
Acquired Knowledge/Skills	Causation Historical source analysis Historical interpretation analysis Significance	Causation Change and Continuity Historical source analysis Historical interpretation analysis	Chronology Causation Historical source analysis Historical interpretation analysis Change and Continuity
Assessments	Summative assessment	Summative assessment	Summative assessment
Citizenship	<ul style="list-style-type: none"> PSHE Development: <ul style="list-style-type: none"> Developing a sense of fairness, justice, and responsibility by studying how medieval rulers used and abused power, and how ordinary people responded. Considering moral and ethical questions raised by medieval crime and punishment, encouraging empathy and reflective thinking about consequences and justice. Building cultural awareness and global perspective through learning about Islamic civilisation, world trade networks, and the Kingdom of Mali, developing respect for different cultures and beliefs. Careers Education: <ul style="list-style-type: none"> Highlighting the role of historians, legal specialists, archivists, and researchers when examining historical power structures and justice systems. Exploring roles connected to global understanding—such as diplomacy, international relations, and development work—through the study of global medieval empires and trade routes. Strengthening skills valued across many professions: evaluation of evidence, forming arguments, interpreting cultural perspectives, and understanding how societies function. Fundamental British Values: <ul style="list-style-type: none"> Democracy: Understanding how challenges to medieval kingship (e.g., Magna Carta, baronial conflict) set early foundations for modern ideas of limits on power. Rule of Law: Comparing medieval justice systems with modern ones to appreciate how lawful processes protect fairness and human rights today. 		

- Individual Liberty: Exploring how freedoms were shaped by status, religion, and authority, helping students contrast the past with modern protections for personal rights.
- Mutual Respect & Tolerance: Learning about Islamic civilisation, African empires, and medieval trade encourages respect for cultural diversity and global interconnectedness.
- **SMSC Development:**
 - Spiritual: Reflecting on religious belief and influence across medieval societies, including the power of the Church, Islamic scholarship, and cultural expressions in Mali.
 - Moral: Considering moral dilemmas faced by medieval people—such as the fairness of punishments, the motivations behind crusades, or the actions of medieval rulers.
 - Social: Understanding how social structures operated in medieval Europe, the Middle East, and West Africa, and how cooperation and conflict shaped societies.
 - Cultural: Appreciating the cultural richness of Baghdad’s Golden Age, the significance of the Silk Roads, and the achievements of Mali, reinforcing respect for global heritage.

History Overview – Year 8



Students receive four hours of History lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Early Modern Times - Whose got the power?	Early Modern Times – War and conflict	Early Modern Times – Who were the British?
Topic Objectives	<ul style="list-style-type: none"> ● Does KING Henry VIII deserve the title ‘Horrible Henry’? ● What was the impact of the Reformation on England? ● Does queen Mary deserve to be remembered as ‘Bloody Mary’? ● Was Elizabeth I ‘fit to rule’? ● Was James I the ‘Wiseest Fool in the Christendom’? ● Is it fair to blame Parliament for ‘triggering’ the English Civil War? ● What really happened at King Charles execution? 	<ul style="list-style-type: none"> ● Roundheads or Cavaliers: Who was the best? ● How far had warfare changed by the English Civil War? ● Prince Rupert: The Mad / Bad / Sad Cavalier? ● Why was the New Model Army so successful? ● Why did the New Model Army win the Battle of Naseby? ● What was the experience of civilians during the Civil War? 	<ul style="list-style-type: none"> ● Which country benefitted most from being in Britain? ● England and Scotland: Frenemies? ● Did the Act of Union improve Scotland? ● Was Ireland a ‘laboratory’ for British rule? ● Oliver Cromwell: Curse of Ireland? ● Why did thousands of people leave Ireland in 1846?
Acquired Knowledge/Skills	Chronology Causation Historical source analysis	Chronology Causation Historical source analysis Change and Continuity	Chronology Causation Historical source analysis Historical interpretation analysis
Assessments	Summative assessment	Summative assessment	Summative assessment
Citizenship	<ul style="list-style-type: none"> ● PSHE Development: <ul style="list-style-type: none"> ○ Encouraging students to reflect on power, responsibility and leadership by examining monarchs such as Henry VIII, Elizabeth I and James I. ○ Enabling students to explore themes of conflict resolution, loyalty and moral integrity through the English Civil War. 		

- Building understanding of identity, belonging and cultural heritage through the study of the Act of Union, Anglo-Scottish relations, and the impact of British rule on Ireland.
- Developing empathy by examining the experiences of civilians during war, and those affected by famine, migration and religious division.
- **Careers Education:**
 - Demonstrating how historical investigation builds transferable skills relevant to law, politics, public administration, journalism, and education.
 - Highlighting careers connected to cultural heritage, museum and archive work through the study of national identity and the evolution of the United Kingdom.
 - Showing how arguments, interpretations and evidence-based reasoning are used in modern professions such as policy-making, diplomacy and civil service roles.
 - Introducing connections to social research, sociology and community leadership by analysing how societies respond to conflict and crisis.
- **Fundamental British Values:**
 - Democracy: Exploring how the power struggles between monarchs and Parliament laid the foundations for modern parliamentary democracy.
 - Rule of Law: Investigating the causes and consequences of civil conflict and the growth of constitutional limits on monarchs.
 - Individual Liberty: Considering how freedoms were challenged or protected in different reigns, and how differing beliefs shaped personal and collective identity.
 - Mutual Respect & Tolerance: Learning about the religious divisions of the Reformation and Civil War encourages respect for differing viewpoints, faiths and traditions.
- **SMSC Development:**
 - Spiritual: Reflecting on how religious change (Reformation, Catholic–Protestant tensions) shaped people’s lives, identities and values.
 - Moral: Debating controversial historical figures and decisions—e.g., Cromwell, Charles I, treatment of Ireland—and forming justified moral viewpoints.
 - Social: Understanding how national relationships (England–Scotland–Ireland) developed, and how ordinary people were affected by war, famine and political change.
 - Cultural: Appreciating the diverse cultural stories that shaped the early modern British Isles, including the legacy of union, empire and migration.

	Spring 2	Summer 1	Summer 2
Topic(s)	Early Modern Times – The world around us	Early Modern Times – The world around us	Early Modern Times – Crime and punishment
Topic Objectives	<ul style="list-style-type: none"> ● Why did Britain want an empire and how did it get one? ● Britain’s control of it’s empire - was it fair or foul? ● Should Britain look to India to start trade? ● How did India become independent from the British Empire? ● Was British Rule good for India? ● Was Letitia Bunting right to walk out of ‘Zulu’? ● Who were the ‘first fleeters’? ● How did Britain change Australia? 	<ul style="list-style-type: none"> ● What was the Slave Trade? ● What was the experience of an enslaved person? ● What was life like on the plantations? ● Why was slavery abolished? ● How did Britain change from 1750 to 1900? ● How did factories create towns? ● What was life like for children working in factories? ● How did transportation improve during the Industrial Revolution? ● What were some of the greatest achievements by Britain’s inventors? 	<ul style="list-style-type: none"> ● Why did crime happen in the Early Modern Times? ● How were criminals dealt with in the Early Modern Times? ● Were punishments for crimes harsh in the medieval period? ● What were the witch-trials? ● The Gunpowder Plot; were the Catholics guilty? ● How far had crime and punishment changed from the Medieval Times?

Acquired Knowledge/Skills	Chronology Causation Historical source analysis Historical interpretation analysis	Causation Historical source analysis Historical interpretation analysis	Chronology Causation Change and Continuity
Assessments	Summative assessment	Summative assessment	Summative assessment
Citizenship	<ul style="list-style-type: none"> ● PSHE Development: <ul style="list-style-type: none"> ○ Encouraging empathy and emotional understanding by exploring the experiences of colonised peoples in India, southern Africa and Australia, including issues of fairness, exploitation and cultural identity. ○ Developing students' awareness of human rights through examining the experiences of enslaved people during the Transatlantic Slave Trade. ○ Supporting students to reflect on the impact of industrialisation on children, families and communities, helping them consider wellbeing, resilience and social responsibility. ○ Building confidence in discussing ethical issues around empire, resistance, protest, and social change. ● Careers Education: <ul style="list-style-type: none"> ○ Demonstrating how historical analysis develops skills relevant to journalism, international relations, law, human rights work, and global policy-making. ○ Highlighting careers connected to museum work, heritage interpretation, anthropology and social research through the study of empire, migration and global cultures. ○ Introducing students to roles in engineering, urban planning and economics by studying industrial development, technological change and its impact on society. ○ Showing how understanding global trade networks links to careers in business, global logistics, and development studies. ● Fundamental British Values: <ul style="list-style-type: none"> ○ Democracy: Studying resistance movements in India and South Africa encourages discussion about political rights, representation and independence. ○ Rule of Law: Examining the legal structures that upheld empire and slavery helps students understand why equality before the law matters in modern society. ○ Individual Liberty: Considering how freedoms were denied under slavery and colonial rule strengthens students' understanding of human rights today. ○ Mutual Respect & Tolerance: Learning about Indian, African and Aboriginal cultures fosters respect for cultural diversity and challenges stereotypes and prejudice. ● SMSC Development: <ul style="list-style-type: none"> ○ Spiritual: Exploring diverse belief systems and cultural traditions across India, Africa and Australia and how they shaped societies before and during empire. ○ Moral: Debating the morality of empire, exploitation, slavery and industrial working conditions, encouraging students to form ethical, justified viewpoints. ○ Social: Understanding how industrialisation, migration and colonisation shaped communities, social structures and global connections. ○ Cultural: Appreciating the rich cultural heritage of India, southern Africa, enslaved African communities, and Britain's industrial age, deepening cultural awareness and global understanding. 		

History Overview – Year 9

Students receive four hours of History lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	War and conflict – World War One	War and conflict – World War One	Inter-war Europe 1919-39
Topic Objectives	<ul style="list-style-type: none"> Which European country was the most powerful in 1900? Which country was most to blame for the start of World War One? Why did trench warfare cause stalemate? What was the most effective weapon used in war? Why did so many men join the army at the outbreak of war? How far did WW1 change the lives of women? 	<ul style="list-style-type: none"> Why did Clara Haber commit suicide during WW1? Conscientious objectors: courageous or cowards? Why was the ‘Great war’ called a world war? The Battle of the Somme 1916: What happened and why? Does General Haig deserve to be known as ‘the butcher of the Somme’? Was the ‘stab in the back’ the main reason Germany lost the war? What was the impact of the Treaty of Versailles on Germany? Is World War One a significant event in British history? How did the Bullock brothers die? 	<ul style="list-style-type: none"> What ended 300 years of Romanov rule in Russia? What really happened in the storming of the Winter Palace, October 1917? How far did the Russian revolution improve the lives of civilians? Why did the German people chose Hitler to be their leader? ‘Happy times’: Did the Nazis improve the lives of the Germans?
Acquired Knowledge/Skills	Chronology Causation Historical sources Change and continuity	Causation Interpretation analysis Source analysis Significance	Causation Chronology Interpretations Historical sources Change and continuity
Assessments	Summative assessment	Summative assessment	Summative assessment
Citizenship	<ul style="list-style-type: none"> PSHE Development: <ul style="list-style-type: none"> Developing emotional understanding and empathy by exploring the personal experiences of soldiers, nurses, and civilians during WW1, including trauma, loss and resilience. Encouraging respectful discussion around difficult issues such as conscientious objection, chemical warfare and leadership failures, supporting students to handle sensitive moral debates. Helping students understand how political instability, fear and propaganda can influence human behaviour, through studying the Russian Revolution and rise of totalitarian leaders. Strengthening students’ ability to reflect on identity, prejudice and responsibility by examining how extremist ideas gain support during periods of crisis. Careers Education: <ul style="list-style-type: none"> Highlighting how historical analysis supports careers in law, journalism, diplomacy, defence studies, public service and international relations. 		

- Introducing roles connected to conflict resolution, humanitarian work, political advisory services and the armed forces through the study of warfare and peace-making.
- Demonstrating how interpreting political decisions and their social consequences is relevant to work in government, policy-making, social research and human rights organisations.
- Showing how understanding propaganda, media and political persuasion links to careers in communications, psychology, and security studies.
- **Fundamental British Values:**
 - Democracy: Exploring the consequences when democratic systems break down, through examining pre-war Europe and the rise of authoritarian regimes.
 - Rule of Law: Evaluating the use of military law, wartime tribunals, and the treatment of conscientious objectors to understand the importance of fair and just legal processes.
 - Individual Liberty: Considering how personal freedoms were protected or restricted during wartime and under totalitarian governments, reinforcing why liberties must be safeguarded.
 - Mutual Respect & Tolerance: Learning about diverse perspectives from across Europe—including soldiers from different nations, ethnic groups and backgrounds—promotes understanding and challenges prejudice.
- **SMSC Development:**
 - Spiritual: Reflecting on the beliefs, hopes and motivations that supported soldiers and civilians through extreme hardship, and considering how societies find meaning after conflict.
 - Moral: Debating ethical dilemmas such as the use of chemical weapons, military leadership decisions, revolution, and the treatment of minorities under dictatorship.
 - Social: Understanding how global conflict reshaped communities, roles and social structures—particularly the changing roles of women and working-class people.
 - Cultural: Appreciating the cultural impact of the First World War, including literature, memorials, remembrance traditions, and the way different nations interpret their past.

	Spring 2	Summer 1	Summer 2
Topic(s)	War and conflict – World War Two	War and conflict – World War Two	Post-war Britain
Topic Objectives	<ul style="list-style-type: none"> ● Was Adolf Hitler solely responsible for World War Two? ● Were Britain and France justified to appease Hitler? ● Was Dunkirk a ‘victory’ that should be rejoiced in Britain? ● Should Southampton build a tribute to the spitfire plane? ● Did the spirit of the blitz really exist? ● Why did the Nazi invasion of the USSR fail? ● Who was most responsible for defending Leningrad? ● Why did Japan attack the USA? 	<ul style="list-style-type: none"> ● What was the Holocaust? ● Where did the hatred of Jews in Germany begin? ● Was antisemitism the reason ‘ordinary’ men shot thousands of Jews? ● Anne Frank: Was it a typical experience of the Holocaust? ● How did the war in Europe end? ● Why was the war in the Pacific called hell? ● Should the USA apologise for dropping the atomic bomb against Japan? ● Was Stalin correct: ‘decisive victories in the war were made by Russia’? 	<ul style="list-style-type: none"> ● Why did the British people reject Churchill as Prime Minister in 1945? ● Was Lord Kitchener right about London being the place for me? ● Was Elvis the main reason for ‘teenage rebellion’ in the 50’s and 60’s? ● Women’s freedom: How far did life change for women by the 1950’s? ● Was Enoch Powell correct in his prediction of mass immigration in Britain? ● Was there a big move to a ‘permissive society’ in the 60’s and 70’s?
Acquired Knowledge/Skills	Causation Chronology Interpretations Historical sources	Causation Chronology Interpretations Historical sources	Causation Chronology Interpretations Historical sources

	Change and continuity	Change and continuity	Change and continuity
Assessments	Summative assessment	Summative assessment	Summative assessment
Citizenship	<ul style="list-style-type: none"> ● PSHE Development: <ul style="list-style-type: none"> ○ Developing emotional awareness and resilience by exploring the human experience of WW2, including fear, loss, evacuation, and the resilience of communities under attack. ○ Encouraging students to reflect on prejudice, hatred and discrimination through the study of antisemitism and the Holocaust, helping them recognise the dangers of intolerance today. ○ Supporting young people to understand how major historical events—such as the atomic bomb, the Blitz or the arrival of post-war immigrants—shaped communities, identity and wellbeing. ○ Giving students opportunities to reflect on social pressures and youth identity by examining the emergence of post-war youth culture and generational change. ● Careers Education: <ul style="list-style-type: none"> ○ Demonstrating links between history and careers in the armed forces, diplomacy, national security, humanitarian work and policy analysis. ○ Introducing careers connected to social justice, human rights law, community cohesion and public service through the study of the Holocaust and global conflict. ○ Highlighting roles in social research, sociology, psychology and media studies when exploring youth culture, migration and changing British society after 1945. ○ Showing how analytical and communication skills developed in history are essential in journalism, political advisory roles, museum and heritage sectors. ● Fundamental British Values: <ul style="list-style-type: none"> ○ Democracy: Studying the 1945 general election helps students understand how democratic decision-making shapes national direction and recovery after crisis. ○ Rule of Law: Examining war crimes, international law and post-war tribunals reinforces why strong legal systems protect human rights. ○ Individual Liberty: Considering how freedoms were threatened during wartime and under genocidal regimes helps students value and protect liberty today. ○ Mutual Respect & Tolerance: Learning about antisemitism, racism and post-war immigration encourages respect for diversity and challenges prejudice. ● SMSC Development: <ul style="list-style-type: none"> ○ Spiritual: Reflecting on how individuals found hope, resilience and moral strength during times of extreme hardship, persecution and displacement. ○ Moral: Encouraging moral reasoning by debating the ethics of strategic bombing, the atomic bomb, wartime leadership and the responsibility to challenge discrimination. ○ Social: Understanding how war reshaped families, communities and social structures, and how migration and youth culture transformed post-war society. ○ Cultural: Appreciating the cultural contributions of post-war immigrant communities and the emergence of new cultural identities, including the influence of music, media and globalisation. 		