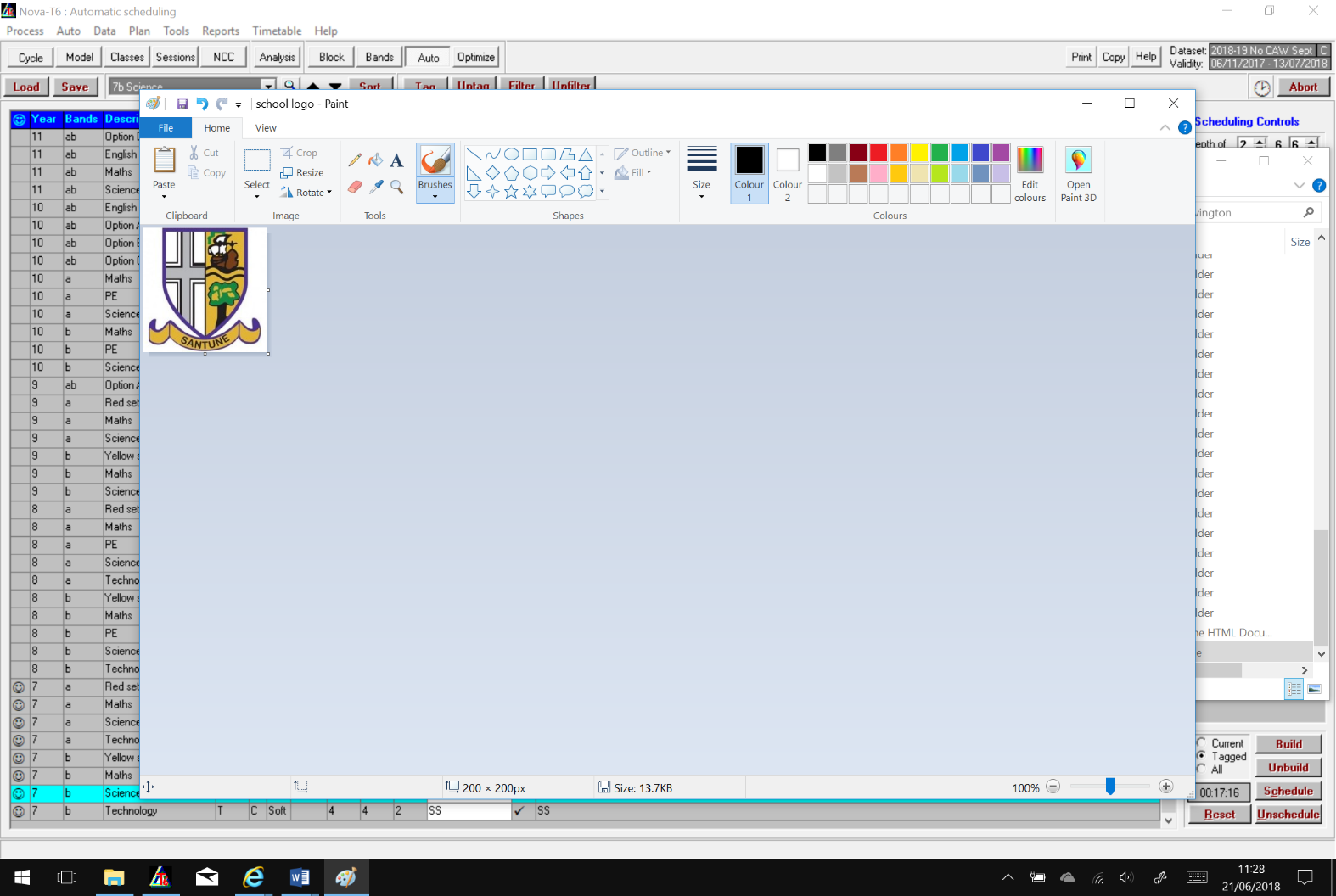
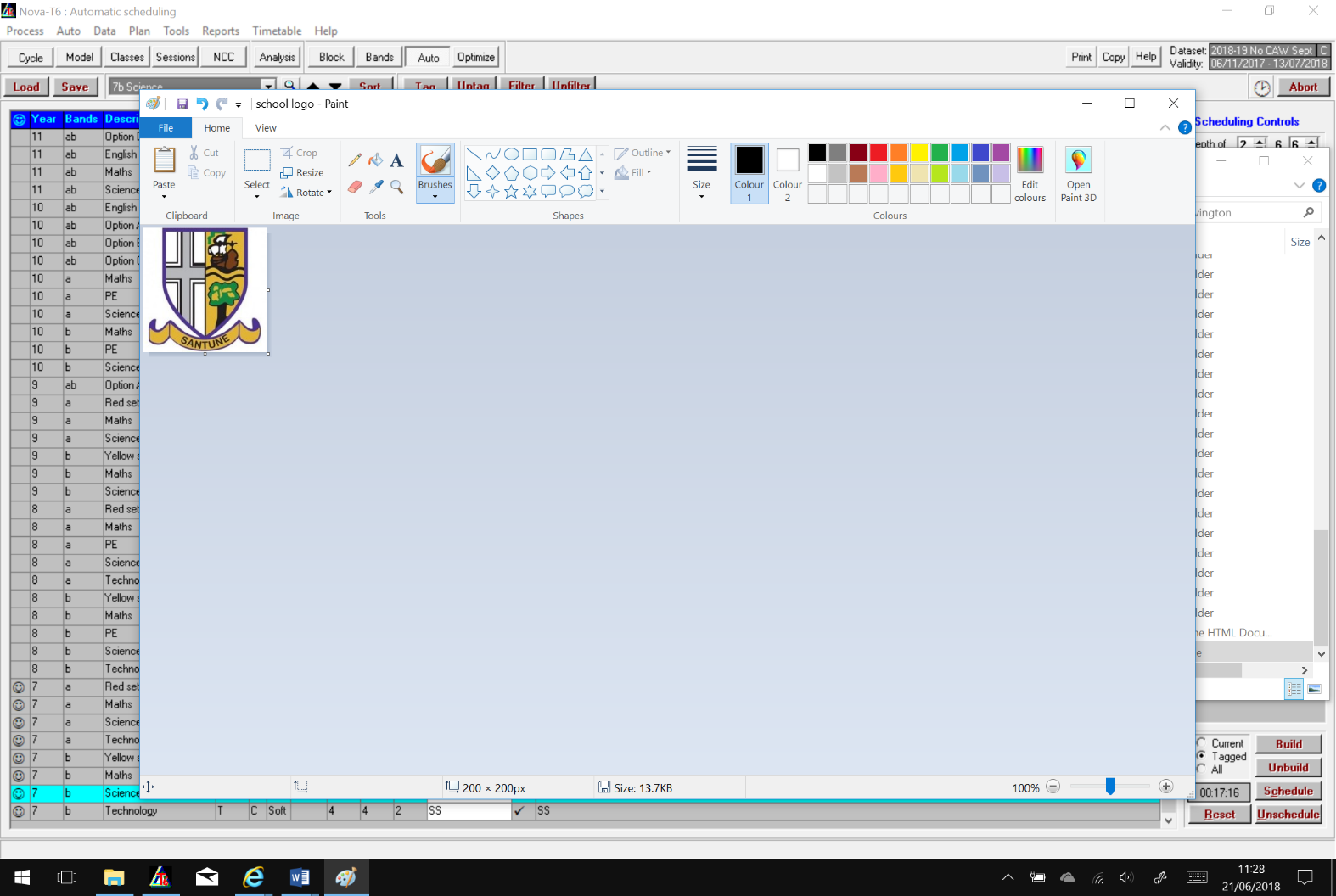
**Shavington Academy**

**History Learning Journey**

**Year 7**

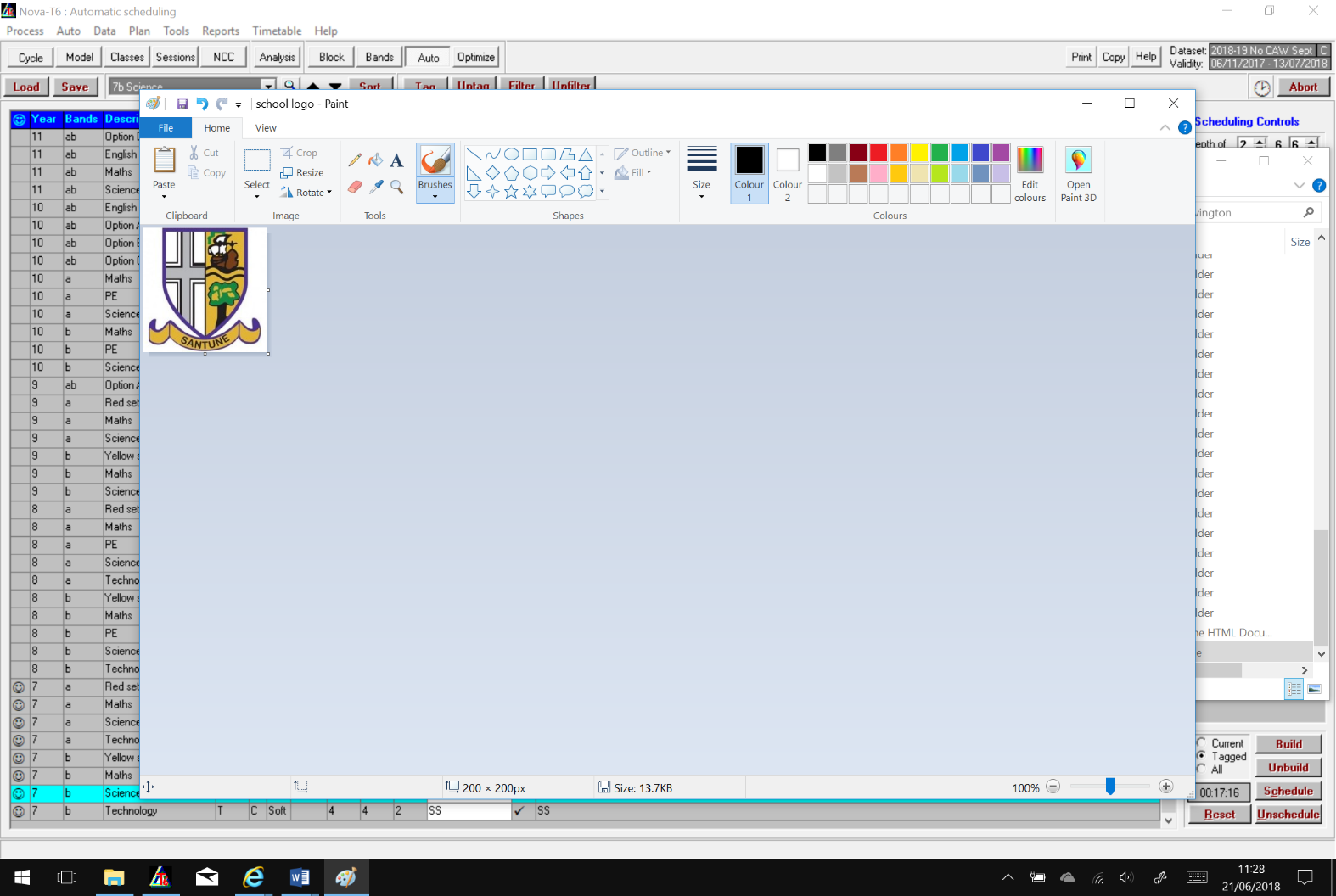
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|  | **Big Questions** | **Core Knowledge** | **Assessment** |
| **1**  **September** | **How has power changed in this country?** | As per one-page knowledge organiser for this unit:  Monarchy, religion and people from 1066 to 2000  *Substantive concepts:*  *Power, change, monarchy, religion, citizens* | Written explanations to review questions about turning points. |
| **2**  **Oct-Nov** | **How did a Frenchman control England?**  What happened in 1066?  How did the Norman invasion shape the long-term future of England?  What do the lives of Matilda and Eleanor of Aquitaine tell us about Medieval England? | Events of 1066  The feudal system, motte and bailey castles, the domesday book – and how they helped William to control England.  Impacts on language, architecture and society.  The power and limitations on medieval monarchs.  *Substantive concepts:*  *Rebellion, significance, hierarchy, control* | PEE paragraphs – explanation  “The XXX helped William to control England because…” |
| **3**  **Nov-Dec** | **Who had power and authority in the middle ages?** | England: the Empress Matilda and Stephen: where did her authority come from and why was it weakened?  Europe: Eleanor of Aquitaine: where did her power and authority come from?  The Kingdom of Benin: structure of society and comparisons to medieval England.  China: structure of society in imperial China, the Song dynasty and comparisons to medieval Benin and Europe. | Written explanations and/or questioning on similarities and differences. |
| **4**  **Dec - Feb** | **The Tudors: what made them significant?** | The role of the church in daily life, Henry VIII and the reformation, the Pilgrimage of Grace, Elizabeth I and marriage, the religious settlement, Mary Queen of Scots, the Spanish Armada.  *Substantive concepts:*  *Protestant, Catholic, the Reformation, successful monarch* | Flowspray diagram of challenges faced by Henry and Elizabeth, and the relationship between the challenges. |
| **5**  **Feb - March** | **Was it worth killing the King?** | Charles I, his beliefs, causes of the Civil Wars, outcomes of the civil wars, Oliver Cromwell as Lord Protector, long-term political consequences.  *Substantive concepts:*  *Divine right, Parliament, long-term, short-term, change/continuity* | Annotation of schema and/or written explanation of consequences of execution of Charles. |
| **6**  **March-May** | **What were the consequences of the Roman invasion of Britannia?** | Why did the Romans want to expand their empire? Social, political and economic consequences.  *Substantive concepts:*  *Social, political, economic, empire* | Explanations of consequences. |
| **7**  **May - July** | **Why is it hard to measure the impact of the British Empire?** | Some consequences of the British Empire for people in African colonies, and in Britain. Case studies from Africa and the USA. Role of colonies in wars. Study of sources from different origins.  *Substantive concepts:*  *Legacy, colony, imperialism, impact* | Evaluation and analysis of sources. |

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**History Learning Journey**

**Year 8**

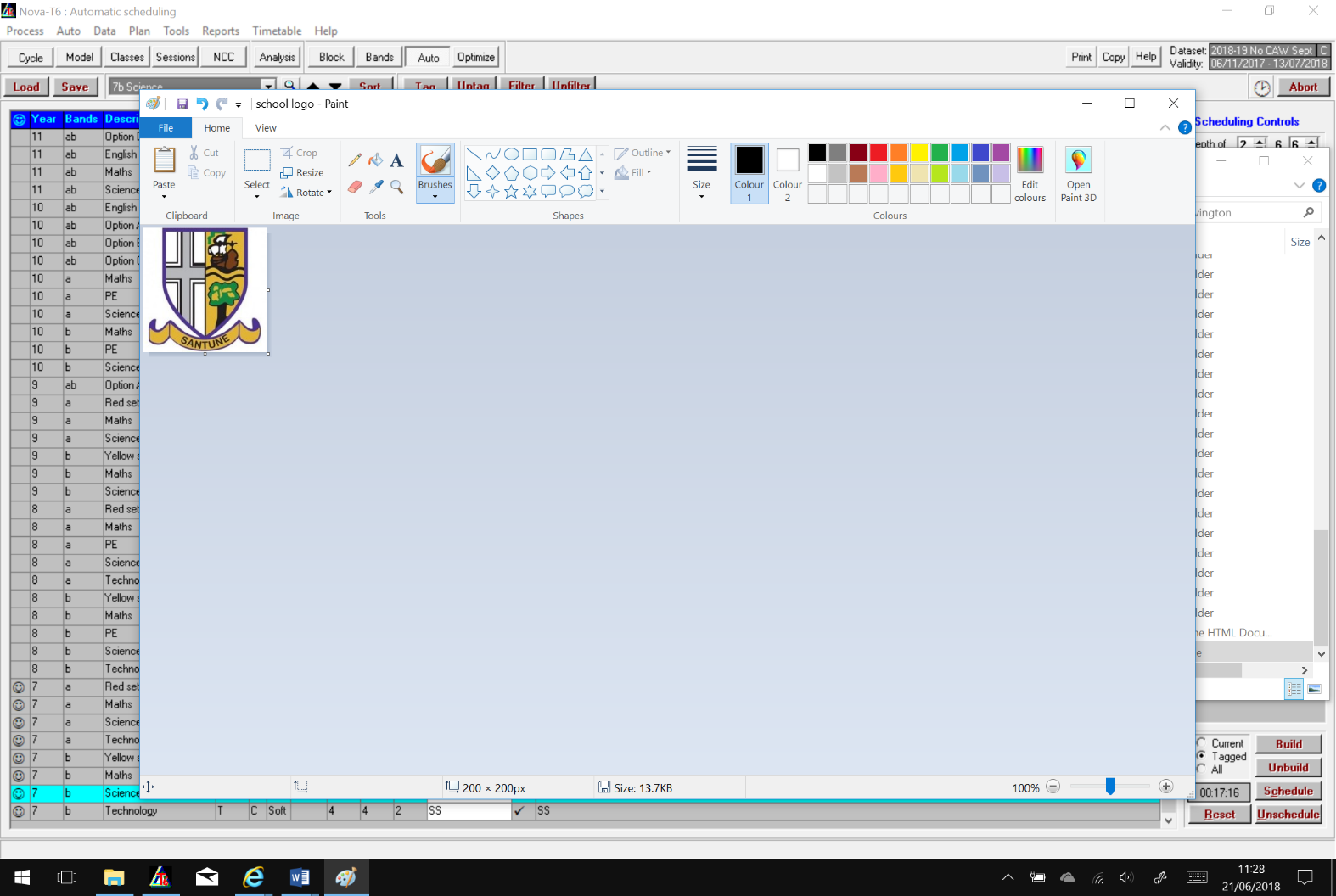
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|  | **Big Questions** | **Core Knowledge** | **Assessment** |
| **1**  **Sep-Oct** | **How do we know that the Industrial Revolution changed lives in Cheshire?** | Common changes during the industrial revolution, reasons for population change, cholera in Nantwich, causes and consequences in Crewe and Shavington.  Analysis of newspapers, the census and official documents as sources.  *Substantive concepts:*  *Social change, Crewe, industrial revolution* | Source analysis, initially singular and working to a collection. |
| **2**  **Nov-Feb** | **Is it right that the abolition of the slave trade in 1807 receives so much historical attention?** | Enslavement in different contexts.  The triangular transatlantic slave trade.  The construction of race in the British Empire.  The role and impact of slave trading in African societies.  The responses of enslaved people, including rebellions.  The role of enslavement in the British economy.  The roles of different groups in abolition in Britain/Empire.  Long-term consequences of enslavement in the USA and Britain.  *Substantive concepts:*  *Enslavement, race, economy*  Segregation and Jim Crow laws in the first half of the C20th USA.  The roles of Rosa Parks, Martin Luther King and Malcolm X in the civil rights movement.  *Substantive concepts:*  *Equality, turning point, Act, human rights, civil rights* | Written evaluation:  Is it right that the abolition of the slave trade in 1807 receives so much historical attention? |
| **3**  **March** | **Is terrorism a modern phenomenon?** | Causes, methods and consequences of a range of incidents over time that may be considered extremist, terrorist or radicalisation.  Guy Fawkes, Captain Swing, Suffragettes, 9/11  *Substantive concepts:*  *Extremism, radicalisation, terrorism* | Written explanations and/or questioning on similarities and differences. |
| **4**  **April-July** | **Why did the First World War end in November 1918?** | MAIN causes, Schlieffen Plan, trench warfare, why did the war end in November 1918? Racial and ethnic diversity in the British army.  *Substantive concepts:*  *Militarism, alliances, imperialism, nationalism* | Essay – causal explanations – why did the war end in November 1918? |

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**History Learning Journey**

**Year 9**

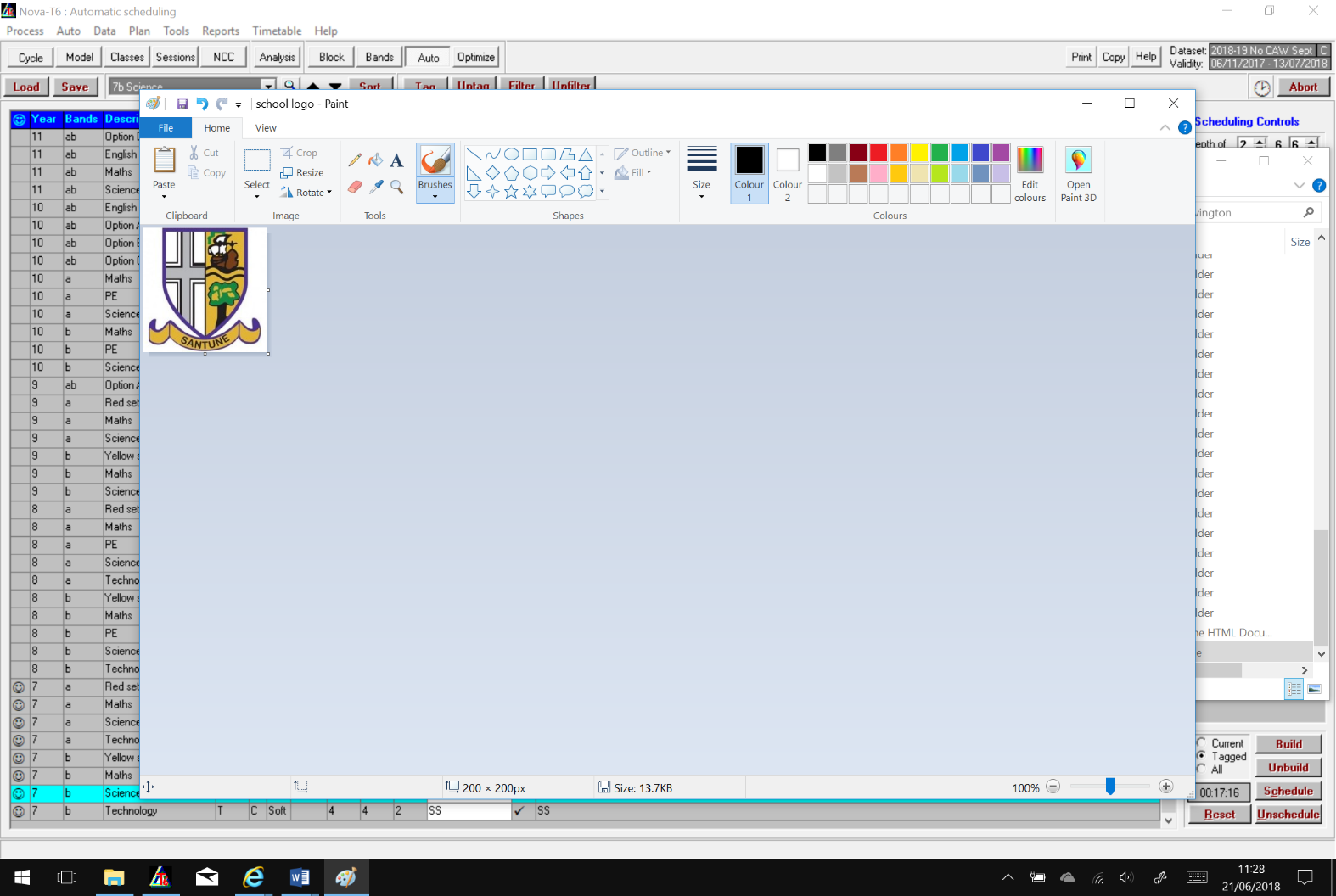
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|  | **Big Questions** | **Core Knowledge** | **Assessment** |
| **1**  **Sep-Oct** | **How perfect was Athenian democracy?** | Features of Athenian democracy, and other systems of political organisation: Sparta, North Korea, Norway, Britain in the 1800s.  *Substantive concepts:*  *Tyranny, democracy, representation* | Written evaluation of the accuracy of an interpretation, plus MCQs on interpretation origins. |
| **2**  **Nov-Feb** | **How did Hitler becoming Chancellor lead to the Holocaust?** | The Treaty of Versailles, the early Nazi Party, anti-Semitism through time, Nazi beliefs and methods, the escalation of anti-semitism in Germany, the Holocaust and the roles of German civilians.  *Substantive concepts:*  *Bystander, victim, perpetrator, escalation, totalitarianism, dictator, anti-semitism, persecution* | A written account of the escalation of persecution. |
| **3**  **March** | **How "total" was the Second World War?** | Causes, Dunkirk, life in Britain, the Blitz, Dresden, Leningrad, Pearl Harbor, atomic bombs, role of women, global impact.  *Substantive concepts:*  *Civilian, impact* | Source evaluation – including selecting multiple sources from a pack - to support written explanation. |
| **4**  **April-July** | **How does the C20th shape life today?** | MAIN causes, Schlieffen Plan, trench warfare, why did the war end in November 1918? Racial and ethnic diversity in the British army.  *Substantive concepts:*  *Political spectrum, ideology* | Written evaluations, explanations or causal accounts. |

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**History Learning Journey**

**GCSE: The Cold War 1945 - 1972**

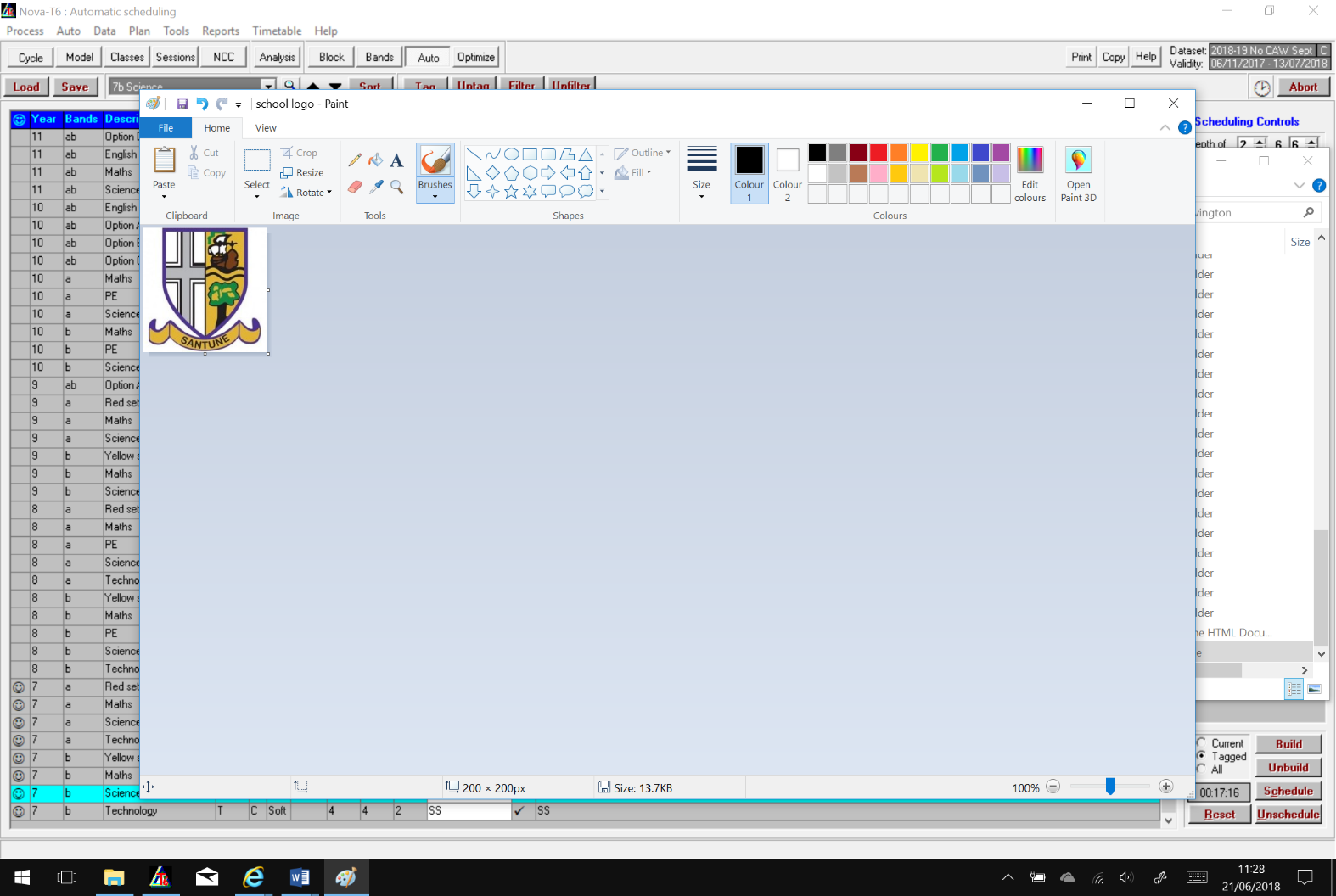
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|  | **Big Questions** | **Core Knowledge** | **Assessment** |
| **1** | **What was the Cold War?** | The position of Europe post WW2.  Definition of communism and capitalism.  Overview of events throughout the Cold War. | Tension graph.  Image Grid. |
| **2** | Who was the blame for the Cold War?  (Yalta and Potsdam) | Different aims for Eastern Europe from the west and east. What happened at both conferences and how the change caused tension: change of leaders, elimination of common enemy (Hitler), and the atomic bomb. | Explanation of how the changes between the conferences caused tension.  What was the most significant cause of tension (analysis). |
| **3** | **How did the atomic bomb caused tension?** | Why USA dropped the bombs and their impacts in the short and long-term.  How this caused tension | Add images to schema.  Cartoon analysis using the knowledge picked up in the lesson. |
| **4** | **How did soviet expansion cause tension?** | Reasons why the soviets were able to expand, e.g. Using the red army, controlling the media, eliminating opponents.  How this caused tension.  Churchills iron curtain speech and Stalin’s response. | What caused more tension: Atomic bomb or Soviet Expansion (12 marker style building to 16 marker) |
| **5** | **How did the Truman Doctrine and Marshall Plan develop the cold war?** | Truman Doctrine: $400 million to turkey, speech by Truman to “roll back communism”.  Marshall Plan: $17 Billion, medicine to mules – called dollar imperialism by Stalin and he responds with Comecon and Cominform.  Then analysis of how this caused tension. | Decision making activity.  Cartoon analysis.  8 Marker: Write an account of how the Truman doctrine caused tension in the Cold War. (8 marks) |
| **6** | **Why did Stalin Blockade Berlin?** | Why the blockade happened?: Stalin’s anger at West Germany/Marshall Plan.  How the west responded – Berlin airlift  Consequences: Propaganda failure for Stalin, creation of NATO. | Immediate/short term/long term analysis of tension.  8 Marker: Write an account of how the Berlin blockade caused tension in the Cold War. (8 marks) |
| **7** | **How did events in Asia affect superpower relations?** | China becoming communist, Korean War and Vietnam Wa. | 8 Marker: Write an account of how events in Asia contributed to the Cold War. |
| **8** | **How did NATO develop the Cold War?** | NATO: 12 countries, collective security.  WARSAW Pact.  How NATO caused tension. | Multiple choice questions.  How did NATO heighten tensions.  Cartoon analysis. |
| **9** | **What was the significance of the Arms Race/Space race?** | How the races developed: ICBMs, Sputnik.  How it caused tension: MAD, cost, technology. | Source analysis: 12 marker regarding usefulness.  Recap quiz. |
| **10** | **How did Stalin’s death affect the cold war?** | Khrushchev’s actions, e.g. releasing prisoners, meeting with Tito, peaceful co-existence. | Explanation of how Khrushchev thawed the cold war.  Analysis of model answer to 8 marker: Write an account of how the death of Stalin affected the Cold War.  Source analysis. |
| **11** | **What were the consequences of the Hungarian uprising?** | Why the people of Hungary want change?  EXPEDS of the events of the uprising, e.g. Nagy’s actions, 11,000 dead.  How it caused tension, e.g. Peaceful co-existence? Lack of help from the West and why. | Explanation of how Nagy’s actions concerned Khrushchev.  8 marker: Write an account of how the Hungarian uprising caused tension. |
| **12** | **How did one plane end peaceful coexistence?** | U2 crisis, causes events and how it caused tension: ended Paris peace summit, failure for USA. | 16 marker: compare U2 to other events. |
| **13** | **What were the consequences of the Berlin Wall?** | Why was it built?: To prevent espionage, prevent showcase of capitalism, stop the brain drain, maintain control.  How did it cause tension? Deaths on the wall, propaganda victory for the US, long term significance but no further conflict, tank stand-off. | Multiple choice questions.  Sketch note schema.  Further analysis table of how it contributed the cold war. |
| **14** | **Why was Cuba such a threat?** | 1-Cuban Revolution. 2-Bay of Pigs 3. Cuban Missile Crisis  Consequences and increase/decrease in tension. | A series of 4 mark and 8 mark questions in the final lesson. |
| **15** | **What was the Prague Spring?** | Why Dubcek and Czechoslovakia wanted change.  “Socialism with a human face”.  How Brezhnev responded and how this contributed to the cold war. | 16 mark essay question comparing Prague spring to other events in the 1960s. |
| **16** | **What was détente?** | Why both countries needed to ease tension e.g. spending, deaths.  How Détente was achieved e.g. Helsinki conference, Ping Pong diplomacy, SALT I | Analysis of cartoon.  Analysis of essay model answer. |

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**History Learning Journey**

**GCSE History:** Elizabethan England, c1568–1603

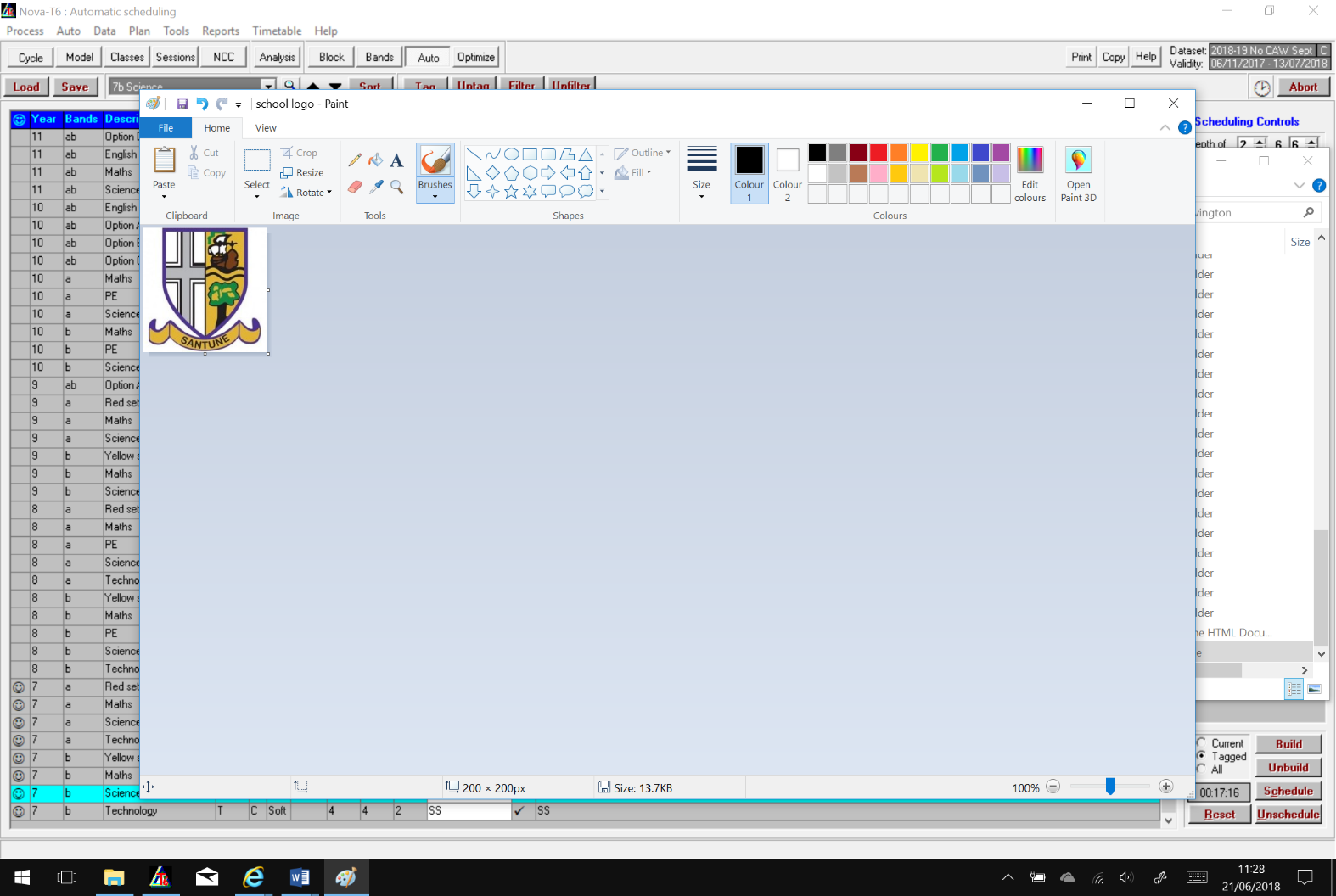
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|  | **Big Questions** | **Core Knowledge (as per the GCSE specification)** | **Assessment** |
| **1** | **What problems did Henry VIII create for Elizabeth?**  **Who was Elizabeth I?**  **How important was Elizabeth’s background?** | * background and character of Elizabeth I; | Discussion, questioning, written tasks |
| **2** | **How did Elizabeth control England?**  **Who was important on the privy council?** | court life, including patronage; key ministers. | Discussion, questioning, written tasks  “What was important about the royal court?” |
| **3** | **What challenges did Elizabeth face as a female ruler?**  **What problems did Elizabeth I face when she became Queen of England?**​  **Why did Elizabeth never marry?** | The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; | Discussion, questioning, written tasks  “write an account of the challenges that Elizabeth faced as a female ruler” |
| **4** | **What should Elizabeth do about religion?**​ | Religious matters: the question of religion, English Catholicism and Protestantism; Elizabeth and her government's responses and policies towards religious matters. | Discussion, questioning, written tasks  “write an account of Elizabeth’s policies towards Catholics” |
| **5** | **How did Elizabeth deal with the problem of Mary Queen of Scots?** | Mary Queen of Scots: background; Elizabeth and Parliament’s treatment of Mary; the challenge  posed by Mary; plots; execution and its impact. | Discussion, questioning, written tasks |
| **6** | **How did Catholics challenge Elizabeth?** | the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the  Elizabethan settlement; Elizabeth and her government's responses and policies towards religious matters. | Discussion, questioning, written tasks |
| **7** | **Why did rebellions against Elizbeth fail?** | Catholic plots and the threat to the  Elizabethan settlement; Elizabeth and her government's responses and policies towards religious matters. | Discussion, questioning, written tasks  Write an account or importance task or interpretation Q |
| **8** | **Who were the Puritans and why were they a threat to Elizabeth’s government?**  **How did Elizabeth deal with the Puritans?** | the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. | Discussion, questioning, written tasks |
| **9** | **How was Elizabeth’s authority challenged late in her reign?**  **Why did Essex’s rebellion fail?** | the strength of Elizabeth’s authority at the end of her reign, including Essex’s  rebellion in 1601. | Discussion, questioning, written tasks  Write an account task |
| **10** | **Why was there so much poverty in Elizabethan England?**  **What were Elizabethan attitudes towards poverty?**  **What action did Elizabeth’s government take towards poverty?** | The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons  for government action and the seriousness of the problem. | Discussion, questioning, written tasks |
| **11** | **What was life like for the wealthy?**  **How golden was the golden age?** | A ‘Golden Age’: living standards and fashions; growing prosperity and the rise of the gentry; | Discussion, questioning, written tasks  Importance task |
| **12** | **How did theatres develop?**  **What was going to the theatre like?**  **What were Elizabethan attitudes towards the theatre?** | the Elizabethan theatre and its achievements; attitudes to the theatre | Discussion, questioning, written tasks  Importance or account task |
| **13** | **How important was discovery to Elizabethan England?** | English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role  of Raleigh. | Discussion, questioning, written tasks |
| **14** | **Why was England at war with Spain?**  **What was the English fleet like?** | Conflict with Spain: reasons; events; naval warfare, including tactics and technology; | Discussion, questioning, written tasks  Importance, account or interpretation |
| **15** | **Why did the Spanish Armada fail?**  **What was the significance of the Spanish Armada?** | the defeat of the Spanish Armada. | Discussion, questioning, written tasks |
| **16** | **What can a study of X tell us about Elizabethan England?** | The historic environment site study – changes each year – as per AQA guidance.  Based on AQA source pack. | Practice 16 mark exam questions. |

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**History Learning Journey**

**GCSE: Opportunities and Inequalities: USA 1920-1973**

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|  | **Big Questions** | **Core Knowledge** | **Assessment** |
| **1** | **Who gained opportunities and who suffered inequalities?** | Overview of the unit | Questioning to gauge understanding of new key vocab.  Annotation of unit overview schema. |
| **2** | What was the boom? | the ‘Boom’: benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom. | **Comparison of impact of factors** |
| **3** | **Who was most affected by the roaring twenties?** | social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers. | **How far did the position of women in society change by the 1920s? (8)**  Analysis of interpretations. |
| **4** | **Why was society divided in the 1920’s?** | Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case. | **Describe 2 reasons why new immigrants to the USA faced problems (4 marks).** |
| **5** | **What was prohibition?**  **Why did it fail? Why did it end?** | Brought in due to public disorder, child poverty, not supporting German business. Failed due to corruption, gangs (Al Capone), lack of prohibition agents, lack of support for it. Ended as it was failing, the St. Valentines day massacre, Great Depression. | **Which of the following reasons was more important for the ending of prohibition in 1933?**   * The failure of law enforcement against illegal speakeasies * The violence of the gangsters controlling the illegal trade in alcohol. |
| **6** | **How did the Great Depression affect American Society?**  **Why was Hoover to blame for the Depression? Why was Roosevelt elected in 1932?** | American society during the Depression: unemployment; farmers; businessmen; Hoover’s responses and unpopularity; Roosevelt's election as president. | Which was a more significant reason why Roosevelt won, his successes or Hoover’s failures? |
| **7** | **What were the successes and limitations of the New Deal?** | The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture. | Written explanation of how Alphabet agencies supported America?  Written explanation of who opposed the New Deal. |
| **8** | **How did WW2 affect American economy and society?** | The impact of the Second World War: America’s economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women. | **In what ways did the Second World War affect the American economy? Explain your answer (8)**  **Which of the following had a more positive impact on the American economy?**   * **Roosevelt’s New Deal** * **World War Two** |
| **9** | **What was life like in Post War American society?** | Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. | In what ways were American attitudes and lifestyles affected by television in the 1950s and 1960s? |
| **10** | **How racist was the USA in the 1950’s?** | Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968. | Analysis: Who was responsible for change? |
| **11** | **Did America improve in the 1960’s?** | America and the ‘Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; | Star rating activity based on poverty, education, healthcare.  Explain rating. |
|  | **What was the feminist movement?** | the development and impact of feminist movements in the1960s and early 1970s, including the fight for equal pay; the National Organisation for Women,Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment. | What achieved more change? Feminism or Civil Rights. |

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**History Learning Journey**

**GCSE History:** Britain: Power and the people: c1170 to the present day

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|  | **Big Questions** | **Core Knowledge (as per the GCSE specification)** | **Assessment** |
| **1** | **How was power distributed in the Middle Ages?**  **Why were the Barons unhappy with John?**  **Why was Magna Carta significant?**  **Did Magna Carta really change anything?** | Constraints on kingship: the barons’ dissatisfaction with King John’s rule and its resolution;  Magna Carta, its terms and its short and long-term impact. | Questioning, discussion, written notes, exam questions if appropriate. |
| **2** | **Why were the provisions of Oxford signed?**  **How significant was one individual: Simon de Montfort?**  **What were the consequences of the provisions of Oxford?** | The origins of parliament: issues between King Henry III and his barons; the role of Simon de  Montfort; the Provisions of Oxford and the Parliament of 1265 and their short and long-term  impact. | Questioning, discussion, written notes, exam questions if appropriate. |
| **3** | **Who was really revolting and why?**  **What was thr impact of the peasants’ revolt?** | Medieval revolt and royal authority: the social, economic and political causes of the Peasants  Revolt; actions by rebels and government; impact of the Peasants' Revolt. | Questioning, discussion, written notes, exam questions if appropriate. |
| **4** | **How did Hnery VIII anger people?**  **What was the impact of the pilgrimage of grace?** | Popular uprisings against the Crown: the social, economic, religious and political causes of the  Pilgrimage of Grace; the implications for royal authority; Henry VIII and his government’s  reaction and the impact of the uprising. | Questioning, discussion, written notes, exam questions if appropriate. |
| **5** | **What were the causes of the English revolution?**  **Who decided how to deal with the King?**  **What were the consequences of killing the King?** | Divine Right and parliamentary authority: the causes of the English Revolution; the New Model  Army and the development of political radicalism during the Civil War era; the short and longterm  impact of the English Revolution, including the significance of trial and execution of  Charles I and Oliver Cromwell and the Commonwealth. | Questioning, discussion, written notes, exam questions if appropriate. |
| **6** | **What were the causes of the American revolution?**  **How did the American revolution affect British people?** | Royal authority and the right to representation: the causes of the American Revolution including  the relationship between the government and people; impact and significance of the American  Revolution. | Questioning, discussion, written notes, exam questions if appropriate. |
| **7** | **Why did Britain need a Great Reform Act?**  **Did the Great Reform Act achieve anything?**  **Did the Chartists achieve reform?** | The extension of the franchise: radical protest; the Great Reform Act, causes and impact,  including further reform; Chartism, causes, actions and impact. | Questioning, discussion, written notes, exam questions if appropriate. |
| **8** | **How did nineteenth-century campaigns improve the lives of the working people?** | Protest and change: campaigning groups and their methods and impact, including the Anti-  Slavery movement; the Anti-Corn Law League; factory reformers; social reformers. | Questioning, discussion, written notes, exam questions if appropriate. |
| **9** | **Have trade unions achieved anything?** | Workers movements: the development of trade unionism and its impact, including Grand  National Consolidation Trades Union (GNCTU), Tolpuddle Martyrs, New Model Unions and new  unionism, including the match girls' and dockers' strikes. | Questioning, discussion, written notes, exam questions if appropriate. |
| **10** | **How did women campaign for the vote?**  **What was the significance of women achieving suffrage?** | Women’s rights: the campaign for women’s suffrage, reasons, methods and responses; role of  individuals, including the Pankhursts; the reasons for the extension of the franchise and its  impact; progress towards equality in the second half of the 20th century. | Questioning, discussion, written notes, exam questions if appropriate. |
| **11** | **How successful was the General Strike of 1926?** | Workers’ rights: the General Strike (1926), actions, reactions and impact; trade union reform in  the late 20th century. | Questioning, discussion, written notes, exam questions if appropriate. |
| **12** | **Was the mother country a good mum?**  **How has Britain coped with being a multi-racial society?** | • Minority rights: the development of multi-racial society since the Second World War;  discrimination, protest and reform; the Brixton Riots, their impact, including the Scarman Report. | Questioning, discussion, written notes, exam questions if appropriate. |