

# History Key Stage 3

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



KS3 History is formed of 51 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 How "dark" were the Dark Ages?	Year 7	6
2 Why has Alfred been called "Alfred the Great"?	Year 7	4
3 How powerful was the Pope?	Year 7	4
4 How did a Norman become King of England?	Year 7	4
5 How much did England change during the Norman Conquest?	Year 7	6
6 Which sources reveal the most about medieval peasants?	Year 7	4
7 How was Baghdad connected to the wider world?	Year 7	4
8 Why did Europeans join the Crusades?	Year 7	6
9 Who lived in Crusader states?	Year 7	4



<b>10</b>	<b>What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?</b>	<b>Year 7</b>	<b>4</b>
<b>11</b>	<b>Why did Kings struggle to rule England?</b>	<b>Year 7</b>	<b>6</b>
<b>12</b>	<b>How did the Mongols create a world Empire?</b>	<b>Year 7</b>	<b>4</b>
<b>13</b>	<b>How far did the Black Death change the medieval World?</b>	<b>Year 7</b>	<b>4</b>
<b>14</b>	<b>How big a threat was the Peasants' Revolt to the power of monarchs</b>	<b>Year 7</b>	<b>4</b>
<b>15</b>	<b>What can we learn about the medieval World from the book of Margery Kempe?</b>	<b>Year 7</b>	<b>6</b>
<b>16</b>	<b>What does the life of Mansa Musa reveal about medieval Mali?</b>	<b>Year 7</b>	<b>4</b>
<b>17</b>	<b>Who held power in medieval towns?</b>	<b>Year 7</b>	<b>4</b>
<b>18</b>	<b>How far did fear allow the Aztecs to control an Empire?</b>	<b>Year 8</b>	<b>4</b>
<b>19</b>	<b>Why have historians described 1492 as a turning point in world history?</b>	<b>Year 8</b>	<b>4</b>
<b>20</b>	<b>What was Luther trying to achieve?</b>	<b>Year 8</b>	<b>4</b>



<b>21</b> Why did Henry VIII make the break with Rome?	Year 8	6
<b>22</b> In what ways did the Reformation matter to ordinary people?	Year 8	6
<b>23</b> Why was the world opening up to Elizabeth I and her people?	Year 8	6
<b>24</b> Why did the Civil War break out in 1642?	Year 8	6
<b>25</b> In what ways was Britain turned upside down in the seventeenth century?	Year 8	6
<b>26</b> How revolutionary was the Glorious Revolution?	Year 8	4
<b>27</b> Who lived in 'British' America?	Year 8	4
<b>28</b> Did the Enlightenment fuel the American Revolution?	Year 8	6
<b>29</b> How Enlightened was the French Revolution?	Year 8	4
<b>30</b> What did the French Revolution mean to Britons?	Year 8	4
<b>31</b> How successful were efforts to abolish slavery in the nineteenth century?	Year 8	4



<b>32</b>	<b>How far did working conditions improve over the nineteenth century?</b>	<b>Year 8</b>	<b>4</b>
<b>33</b>	<b>Why are different stories told about Britain's journey to democracy?</b>	<b>Year 8</b>	<b>4</b>
<b>34</b>	<b>Why does it matter what we call the 1857 conflict in India?</b>	<b>Year 9</b>	<b>4</b>
<b>35</b>	<b>What did British colonialism look like in the nineteenth century?</b>	<b>Year 9</b>	<b>4</b>
<b>36</b>	<b>How do we uncover the lived experience of those ruled by Empire in Africa?</b>	<b>Year 9</b>	<b>4</b>
<b>37</b>	<b>Did tensions over Africa make a European war more likely?</b>	<b>Year 9</b>	<b>4</b>
<b>38</b>	<b>How far did the assassination cause the First World War?</b>	<b>Year 9</b>	<b>6</b>
<b>39</b>	<b>What do the stories of the 'often forgotten armies' reveal about the Western Front?</b>	<b>Year 9</b>	<b>6</b>
<b>40</b>	<b>Why did WWI end in November 1918?</b>	<b>Year 9</b>	<b>4</b>
<b>41</b>	<b>What kind of peace was made in 1919?</b>	<b>Year 9</b>	<b>4</b>
<b>42</b>	<b>What were the Bolsheviks trying to achieve?</b>	<b>Year 9</b>	<b>4</b>



<b>43</b> Why did fascists gain support?	Year 9	4
<b>44</b> How were people controlled in totalitarian states?	Year 9	4
<b>45</b> Why did the League of Nations fail?	Year 9	4
<b>46</b> When was the turning point during the Second World War?	Year 9	6
<b>47</b> What was the holocaust?	Year 9	2
<b>48</b> How did Jewish people resist during the holocaust?	Year 9	4
<b>49</b> How did India achieve independence in 1947?	Year 9	4
<b>50</b> What kind of stories can be told about the sixties?	Year 9	6
<b>51</b> Who 'decolonised' in the twentieth century?	Year 9	4



# 3. Lessons

## Unit 1 How "dark" were the Dark Ages?

6 Lessons

Lesson number	Lesson question	About the lesson
1.	The End of Roman Britain	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn about what happened when the Roman Empire abandoned Britain.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks</li></ul>
2.	The arrival of the Anglo-Saxons	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will learn about the migration of the Anglo-Saxons to Britain from northern Germany. We will also look at some different Anglo-Saxon artefacts.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks</li></ul>



### 3. Anglo-Saxon society

#### Pupils will learn

- In this lesson, we will learn about how Anglo-Saxon society was structured, and what life was like for Anglo-Saxon men and women.

#### Substantive knowledge

- Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks
- 

### 4. The Anglo-Saxon Kingdoms

#### Pupils will learn

- In this lesson, we will learn about the Anglo-Saxon kingdoms and where they came from.

#### Substantive knowledge

- Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks
- 

### 5. The conversion of Anglo-Saxons

#### Pupils will learn

- In this lesson, we will learn about the conversion of the Anglo-Saxons to Christianity and how this happened.

#### Substantive knowledge

- Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks
- 



## 6.

### The return of towns

#### Pupils will learn

- In this lesson, we will learn about why towns started to grow again in Anglo-Saxon Britain. We will also think about how we know that people started to live in towns again.

#### Substantive knowledge

- Migration, artefact, paganism, conversion, kingdom, civilisation, tax (wergeld), the church, monks
- 





Lesson  
number

Lesson question

About the lesson

1.

The Viking invasion

Pupils will learn

- In this lesson, we will learn about who the Vikings were and what happened when they invaded Britain.

Substantive knowledge

- Monks, monastery, treaty, frontier, military tactics, the witan, tax (danegeld), overlordship, chronicle, the danelaw

2.

Alfred the Great

Pupils will learn

- In this lesson, we will learn about who King Alfred was and what he did that means he is called "the great".

Substantive knowledge

- Monks, monastery, treaty, frontier, military tactics, the witan, tax (danegeld), overlordship, chronicle, the danelaw

### 3. Aethelflaed, Edward the Elder and Athelstan

#### Pupils will learn

- In this lesson, we will learn about who Aethelflaed, Edward and Athelstan were, and their roles in defeating the Vikings.

#### Substantive knowledge

- Monks, monastery, treaty, frontier, military tactics, the witan, tax (danegeld), overlordship, chronicle, the danelaw



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### 4. The Kingdom of Brycheiniog

#### Pupils will learn

- In this lesson, we will learn about what happened to the Welsh kingdom of Brycheiniog and how Alfred and his successors destroyed it.

#### Substantive knowledge

- Monks, monastery, treaty, frontier, military tactics, the witan, tax (danegeld), overlordship, chronicle, the danelaw
-



Lesson  
number

Lesson question

About the lesson

**1.**

**Charlemagne and Leo III**

**Pupils will learn**

- In this lesson, we will learn about Pope Leo III and Charlemagne and decide who was more powerful.

**Substantive knowledge**

- Pilgrimage, chivalry, knight, sin, Holy Land

**2.**

**Peter's Pence**

**Pupils will learn**

- In this lesson, we will learn about Peter's Pence - the gift of coins given to the pope each year by England's Anglo-Saxon kings.

**Substantive knowledge**

- Pilgrimage, chivalry, knight, sin, Holy Land

### 3. Constantinople

#### Pupils will learn

- In this lesson, we will learn about the differences between the Eastern and Western churches. Throughout the lesson, we will think deeply about how powerful the Pope was at the time.

#### Substantive knowledge

- Pilgrimage, chivalry, knight, sin, Holy Land
- 

### 4. The Schism of 1054

#### Pupils will learn

- In this lesson, we will learn about the schism between the Eastern and Western churches in 1054. We will look at the causes of the schism and consider some of the implications of it too.

#### Substantive knowledge

- Pilgrimage, chivalry, knight, sin, Holy Land
- 



## Unit 4 How did a Norman become King of England?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

Who were the Normans?

Pupils will learn

- In this lesson, we will learn who the Normans were and be introduced to William and Matilda. We will also learn what Normandy was like in the 11th century.

Substantive knowledge

- Inheritance, heir, danelaw, political marriage, shield wall, cavalry, coronation

2.

1066 and the succession crisis

Pupils will learn

- In this lesson, we will learn about Edward the Confessor and Harold Godwinson and their role in the lead up to the invasion of 1066.

Substantive knowledge

- Inheritance, heir, danelaw, political marriage, shield wall, cavalry, coronation

### 3. William's invasion plan

#### Pupils will learn

- In this lesson, we will learn about William and Matilda's reasons for wanting to invade England and what stopped them.

#### Substantive knowledge

- Inheritance, heir, danelaw, political marriage, shield wall, cavalry, coronation
- 

### 4. The Battles of 1066 and coronation

#### Pupils will learn

- In this lesson, we will learn about the invasion from Vikings in the North and then the invasion in the South of England from William of Normandy.

#### Substantive knowledge

- Inheritance, heir, danelaw, political marriage, shield wall, cavalry, coronation
- 





# Unit 5 How much did England change during the Norman Conquest?

6 Lessons



Lesson number

Lesson question

About the lesson

1.

**Landowning and the Feudal System**

**Pupils will learn**

- In this lesson, we will learn about how William of Normandy organised land ownership to control England.

**Substantive knowledge**

- Feudalism, nobility, peasants, knights, social class, Motte and Bailey, Tax, Military occupation, Conquest

2.

**The role of Saxon noblewomen**

**Pupils will learn**

- In this lesson, we will learn about the experiences of Saxon noblewomen during the Norman conquest. We will learn about what a noble was, and then look at what the story of Gytha can tell us about the experiences of Saxon noblewomen during the Norman conquest.

**Substantive knowledge**

- Feudalism, nobility, peasants, knights, social class, Motte and Bailey, Tax, Military occupation, Conquest



### 3. Castles and rebellions

#### Pupils will learn

- In this lesson, we will learn about how the Normans kept the Saxon population from rebellion against their rule.

#### Substantive knowledge

- Feudalism, nobility, peasants, knights, social class, Motte and Bailey, Tax, Military occupation, Conquest
- 

### 4. Archbishops and Church construction

#### Pupils will learn

- In this lesson, we will learn about changes and continuities in religion and the Church under the Normans.

#### Substantive knowledge

- Feudalism, nobility, peasants, knights, social class, Motte and Bailey, Tax, Military occupation, Conquest
- 

### 5. The Domesday Book

#### Pupils will learn

- In this lesson, we will learn about how the Normans gathered and organised information in the Domesday Book.

#### Substantive knowledge

- Feudalism, nobility, peasants, knights, social class, Motte and Bailey, Tax, Military occupation, Conquest
-

6.

## Did the Norman Conquest 'annihilate one kind of England'?

### Pupils will learn

- In this lesson, we will assess the changes and continuities over the Norman Conquest and decide to what extent life in England had changed under the Normans.

### Substantive knowledge

- Feudalism, nobility, peasants, knights, social class, Motte and Bailey, Tax, Military occupation, Conquest
- 





Lesson  
number

Lesson question

About the lesson

1.

Medieval lives in Domesday Book

Pupils will learn

- In this lesson, we will begin to unpick the difficulties surrounding medieval peasants and their source record. We will examine what the Domesday Book can reveal about peasants' lives.

**Substantive knowledge**

- Social class, villeins, freemen, lords, parchment, artefact, manor, monastery/abbey

2.

Medieval lives in the Luttrell Psalter

Pupils will learn

- In this lesson, we will examine the Luttrell Psalter and how it depicted the ordinary lives of medieval peasants.

**Substantive knowledge**

- Social class, villeins, freemen, lords, parchment, artefact, manor, monastery/abbey

### 3. Medieval lives in Material Culture

#### Pupils will learn

- In this lesson, we will study archaeological and other material artefacts. This will help us learn more about the daily lives of medieval peasants.

#### Substantive knowledge

- Social class, villeins, freemen, lords, parchment, artefact, manor, monastery/abbey



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### 4. Which sources reveal the most about medieval peasants?

#### Pupils will learn

- In this lesson, we will learn about court records, meet a notorious rule-breaking peasant, and then look at a range of different sources. We will then decide which source reveals the most about medieval peasants.

#### Substantive knowledge

- Social class, villeins, freemen, lords, parchment, artefact, manor, monastery/abbey
-



Lesson  
number

Lesson question

About the lesson

1.

**The Rise of Islam**

**Pupils will learn**

- In this lesson, we will learn about where Islam came from and how it spread across the world in only a few decades.

**Substantive knowledge**

- Empire, pilgrimage, Holy Land, trade, nomadic, conversion, nomad

2.

**Baghdad and the Silk Road**

**Pupils will learn**

- In this lesson, we will learn about how Baghdad became the centre of the Silk Road between Europe and Asia.

**Substantive knowledge**

- Empire, pilgrimage, Holy Land, trade, nomadic, conversion, nomad

### 3. The Islamic Golden Age

#### Pupils will learn

- In this lesson, we will learn about how Baghdad became such an important cultural centre in the Abbasid Caliphate.

#### Substantive knowledge

- Empire, pilgrimage, Holy Land, trade, nomadic, conversion, nomad



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### 4. The decline of the Abbasid Caliphate

#### Pupils will learn

- In this lesson, we will learn about how the Abbasid Caliphate fell apart in different parts. We will also explore all of the different ways Baghdad was connected to the wider world at the time.

#### Substantive knowledge

- Empire, pilgrimage, Holy Land, trade, nomadic, conversion, nomad
-



Lesson  
number

Lesson question

About the lesson

**1.**

**Byzantium Under Pressure**

**Pupils will learn**

- In this lesson, we will learn about the background to the Crusades and the early conflicts between Christian and Islamic Empires.

**Substantive knowledge**

- Pilgrimage, chivalry, knight, sin, Holy Land

**2.**

**Urban II and the Council of Clermont**

**Pupils will learn**

- In this lesson, we will find out about the Pope who called for the Crusades, and the council that led to the First Crusade starting.

**Substantive knowledge**

- Pilgrimage, chivalry, knight, sin, Holy Land





### 3. The journey of the First Crusade

#### Pupils will learn

- In this lesson, we will learn about the difficulties faced by different Crusaders as they made their way to the Holy Land, and just how close to disaster they came.

#### Substantive knowledge

- Pilgrimage, chivalry, knight, sin, Holy Land
- 

### 4. The capture of Jerusalem

#### Pupils will learn

- In this lesson, we will learn about the siege and capture of the holy city of Jerusalem in 1099. We will also think about why the crusade took place and how we know about it historically.

#### Substantive knowledge

- Pilgrimage, chivalry, knight, sin, Holy Land
- 

### 5. Richard, Saladin and the Third Crusade

#### Pupils will learn

- In this lesson, we will learn about the famous leaders Richard 'the Lionheart' and Saladin, and the events of the Third Crusade.

#### Substantive knowledge

- Pilgrimage, chivalry, knight, sin, Holy Land
-

## 6.

### The Fourth Crusade

#### Pupils will learn

- In this final lesson you will learn about the controversial Fourth Crusade. We will learn about Pope Innocent III, the role of Venice and the sack of Constantinople.

#### Substantive knowledge

- Pilgrimage, chivalry, knight, sin, Holy Land
- 





Lesson  
number

Lesson question

About the lesson

1.

What were the crusader states?

Pupils will learn

- In this lesson, we will be able to identify which countries are considered to have been part of the crusader states and why. We will also explore the different groups of people who lived within the crusader states.

Substantive knowledge

- Trade, sect, knight, kingdoms, castles, monarch

2.

Muslims under Frankish rule

Pupils will learn

- In this lesson, we will develop an understanding of what life was like for Muslims under Frankish rule. We will compare experiences of different Muslim experience and think about why these accounts may differ.

Substantive knowledge

- Trade, sect, knight, kingdoms, castles, monarch

### 3. Christians under Saladin's rule

#### Pupils will learn

- In this lesson, we will discover how the Muslim leader Saladin was able to take control of the crusader states. We will also make a judgement on whether Saladin was overall merciful or merciless, and how this affected who lived in the crusader states.

#### Substantive knowledge

- Trade, sect, knight, kingdoms, castles, monarch
- 

### 4. Other groups within the crusader states

#### Pupils will learn

- In this lesson, we will revisit and explore the different groups of people that lived in the crusader states and at which points. This lesson will allow us to form an overview of the different people who lived in the crusader states and how and why this changed throughout time.

#### Substantive knowledge

- Trade, sect, knight, kingdoms, castles, monarch
- 



# Unit 10 What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

Eleanor's early life

Pupils will learn

- In this lesson, we will be looking at the early life of Eleanor of Aquitaine, examining her actions up to 1152. We will use these actions to question who held power in the Middle Ages.

Substantive knowledge

- Castles, rebellion, crusade, political marriage, inheritance, oaths of fealty, rebellion

2.

Eleanor and the Angevin Empire

Pupils will learn

- In this lesson, we will look at Eleanor of Aquitaine's life and her role during her second marriage to King Henry II. We will be using our knowledge from today's lesson to examine what it tells us about who held power in the Middle Ages.

Substantive knowledge

- Castles, rebellion, crusade, political marriage, inheritance, oaths of fealty, rebellion

### 3. Eleanor and the Great Revolt

#### Pupils will learn

- In this lesson, we will look at Eleanor of Aquitaine's involvement in the Great Revolt of 1173-1174. We will examine her motives and her role in the challenge to Henry II and what this tells us about who held power in the Middle Ages.

#### Substantive knowledge

- Castles, rebellion, crusade, political marriage, inheritance, oaths of fealty, rebellion
- 

### 4. Eleanor, Richard and John

#### Pupils will learn

- In this lesson, we will look at Eleanor of Aquitaine's support of her sons Richard and John. We will look at the role she played whilst her sons ran the country and what this tells us about who held power in the Middle Ages.

#### Substantive knowledge

- Castles, rebellion, crusade, political marriage, inheritance, oaths of fealty, rebellion
- 





Lesson  
number

Lesson question

About the lesson

1.

Was King John really a bad king?

Pupils will learn

- In this lesson, we will learn about why some historians claim that John was a bad king. We will also learn more about King John and what characteristics constitute a good king.

Substantive knowledge

- Taxation, rebellion, parliament, oaths of fealty, inheritance

2.

The First Barons' War and Magna Carta

Pupils will learn

- In this lesson, we will learn about the consequences of John's actions in losing the support of his barons and how he ultimately had his power reduced with Magna Carta

Substantive knowledge

- Taxation, rebellion, parliament, oaths of fealty, inheritance



### 3. Did Henry III learn from John on how to rule?

#### Pupils will learn

- In this lesson, we will learn about the struggle Henry III faced in trying to rule England whilst increase his power at the cost of Magna Carta

#### Substantive knowledge

- Taxation, rebellion, parliament, oaths of fealty, inheritance
- 

### 4. How did the barons reduce royal power under Henry III?

#### Pupils will learn

- In this lesson, we will learn about the Second Barons' War and the creation of parliament.

#### Substantive knowledge

- Taxation, rebellion, parliament, oaths of fealty, inheritance
- 

### 5. How did Edward I restore royal power?

#### Pupils will learn

- In this lesson, we will learn about how Edward I made a new way to rule with his parliament. We will also learn about Edward's desire to restore royal power in England, Wales and Scotland.

#### Substantive knowledge

- Taxation, rebellion, parliament, oaths of fealty, inheritance
-



## 6.

### Why did Kings struggle to rule England?

#### Pupils will learn

- In this lesson, we will bring together all the examples we have looked at to see what made ruling England difficult. We will look at barons, the church, parliament and war before writing about what made England difficult to rule.

#### Substantive knowledge

- Taxation, rebellion, parliament, oaths of fealty, inheritance
- 





Lesson  
number

Lesson question

About the lesson

**1.**

**Genghis Khan**

**Pupils will learn**

- In this lesson, we will learn about what nomadic life in Mongolia was like and who Genghis Khan was.

**Substantive knowledge**

- Conquest, trade, laws, nomad, siege, empire

**2.**

**Mongol Expansion**

**Pupils will learn**

- In this lesson, we will learn about how the Mongols conquered neighbouring empires.

**Substantive knowledge**

- Conquest, trade, laws, nomad, siege, empire

**3.**

**Controlling the Mongol Empire**

**Pupils will learn**

- In this lesson, we will learn about how Genghis Khan and his successors controlled the Mongol Empire.

**Substantive knowledge**

- Conquest, trade, laws, nomad, siege, empire

## 4.

### Pax Mongolica

#### Pupils will learn

- In this lesson, we will learn about the Pax Mongolica and how it led to the world becoming more connected.

#### Substantive knowledge

- Conquest, trade, laws, nomad, siege, empire
- 





Lesson  
number

Lesson question

About the lesson

1.

**Black Death and the Silk Road**

**Pupils will learn**

- In this lesson, we will learn about what the Black Death was and how the Silk Road became responsible for spreading it across the world.

**Substantive knowledge**

- Class, trade, peasantry, land ownership, the church

2.

**Treating the Black Death**

**Pupils will learn**

- In this lesson, we will learn about how Medieval people changed their everyday life to try and prevent the Black Death from infecting them.

**Substantive knowledge**

- Class, trade, peasantry, land ownership, the church

### 3. The Survivors and Land Ownership

#### Pupils will learn

- In this lesson, we will explore how life changed for the survivors of the Black Death and how some peasants benefited from it.

#### Substantive knowledge

- Class, trade, peasantry, land ownership, the church
- 

### 4. How far did the Black Death change the Medieval World?

#### Pupils will learn

- In this lesson, we will look at the consequences of the Black Death and conclude just how far life changed due to the Black Death.

#### Substantive knowledge

- Class, trade, peasantry, land ownership, the church
- 



# Unit 14 How big a threat was the Peasants' Revolt to the power of monarchs

4 Lessons



Lesson number

Lesson question

About the lesson

1.

**What were the causes of the Peasants' Revolt?**

**Pupils will learn**

- In this lesson, we will learn about the causes of the Peasants' Revolt. We will explore the feudal system and consider peasants reasons for complaining. We will also learn what they initially wanted and why their wages were reduced.

**Substantive knowledge**

- Class, nobility, monarchy, peasant, rebellion, taxation

2.

**What happened during the Peasants' Revolt?**

**Pupils will learn**

- In this lesson, we will learn about what happened during the Peasants' Revolt. We will look at the poll tax and the role of John of Gaunt.

**Substantive knowledge**

- Class, nobility, monarchy, peasant, rebellion, taxation

**3.**

### **What happened to Watt Tyler?**

#### **Pupils will learn**

- In this lesson, we will look at different ideas behind what happened to Watt Tyler. We will think about his role in organising the Peasants' Revolt, and consider why it is difficult to accurately know what happened to him.

#### **Substantive knowledge**

- Class, nobility, monarchy, peasant, rebellion, taxation
- 

**4.**

### **Was the Peasants' Revolt a threat to monarchic power?**

#### **Pupils will learn**

- In this lesson, we will draw back on the struggles faced by medieval monarchs and see whether the Peasants' Revolt was really a threat compared to the barons or the Church.

#### **Substantive knowledge**

- Class, nobility, monarchy, peasant, rebellion, taxation
- 



# Unit 15 What can we learn about the medieval World from the book *6 Lessons of Margery Kempe?*



**Lesson  
number**

**Lesson question**

**About the lesson**

**1.**

**The Book of Margery Kempe**

**Pupils will learn**

- In this lesson, we will learn about who Margery Kempe was and what her life can tell us about the medieval world.

**Substantive knowledge**

- Trade, the church, pilgrimage, monastery, tax (tithe)

**2.**

**The Medieval Village**

**Pupils will learn**

- In this lesson, we will learn about what medieval villages were like and how people lived.

**Substantive knowledge**

- Trade, the church, pilgrimage, monastery, tax (tithe)



### 3. Medieval Trade

#### Pupils will learn

- In this lesson, we will learn about medieval trade and how England was connected to the rest of the medieval world.

#### Substantive knowledge

- Trade, the church, pilgrimage, monastery, tax (tithe)
- 

### 4. Medieval Religion

#### Pupils will learn

- In this lesson, we will learn about what medieval religion was like and the role it played in people's lives.

#### Substantive knowledge

- Trade, the church, pilgrimage, monastery, tax (tithe)
- 

### 5. The Medieval Church

#### Pupils will learn

- In this lesson, we will learn about how the medieval Church influenced medieval life and how it controlled what people believed.

#### Substantive knowledge

- Trade, the church, pilgrimage, monastery, tax (tithe)
- 



## 6.

### The Medieval World

#### Pupils will learn

- In this lesson, we will learn about what the medieval world was like, how it was connected, and what mattered to people alive at that time.

#### Substantive knowledge

- Trade, the church, pilgrimage, monastery, tax (tithe)
- 



# Unit 16 What does the life of Mansa Musa reveal about medieval Mali?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**Mansa Musa becomes Emperor**

**Pupils will learn**

- In this lesson, we will learn about who Mansa Musa is and what the story of how he became emperor could reveal about medieval Mali.

**Substantive knowledge**

- Trade, Holy Land, pilgrimage, empire

2.

**Mansa Musa travels to Mecca**

**Pupils will learn**

- In this lesson, we will learn about Mansa Musa's pilgrimage to Mecca and what it could reveal about medieval Mali.

**Substantive knowledge**

- Trade, Holy Land, pilgrimage, empire

### 3. Mansa Musa returns from Mecca

#### Pupils will learn

- In this lesson, we will learn about Mansa Musa's return from Mecca and what it could reveal about medieval Mali.

#### Substantive knowledge

- Trade, Holy Land, pilgrimage, empire
- 

### 4. Mansa Musa's legacy

#### Pupils will learn

- In this lesson, we will learn about Mansa Musa's legacy and what it could reveal about medieval Mali.

#### Substantive knowledge

- Trade, Holy Land, pilgrimage, empire
- 





Lesson  
number

Lesson question

About the lesson

1.

**What was it like to live in a medieval town?**

**Pupils will learn**

- In this lesson, we will be able to describe the different aspects of town life in the medieval times. We will also be able to explain the different social structures within the towns and how they differed from the rural parts of the country.

**Substantive knowledge**

- The church, the papacy, taxation, expulsion, shrine, crusade, anti-semitism, ghetto

2.

**How did the guilds influence the towns?**

**Pupils will learn**

- In this lesson, we will be able to explain why the guilds were able to hold so much power over the towns. We will also be able to explain how the guilds were able to help the towns flourish and prosper.

**Substantive knowledge**

- The church, the papacy, taxation, expulsion, shrine, crusade, anti-semitism, ghetto

### 3. Who was excluded from medieval towns?

#### Pupils will learn

- In this lesson, we will be able to identify and explain which different groups were excluded and why in medieval towns.

#### Substantive knowledge

- The church, the papacy, taxation, expulsion, shrine, crusade, anti-semitism, ghetto
- 

### 4. Who made important decisions in the towns?

#### Pupils will learn

- In this lesson, we will consider the role of other important social groups including the Knights and Burgesses within medieval society and make a judgment on who we believe held the most power and why.

#### Substantive knowledge

- The church, the papacy, taxation, expulsion, shrine, crusade, anti-semitism, ghetto
- 





Lesson  
number

Lesson question

About the lesson

---

1.

Who were the Aztecs?

Pupils will learn

- In this lesson, we will look at how the Aztecs came to settle in Mexico. We will identify where their settlement was, the problems they faced and how the Aztecs made sense of time.

Substantive knowledge

- Empire, alliance, class, nobles, priest, sacrifice, temple, conquest
- 

2.

Aztec Empire

Pupils will learn

- In this lesson, we will look at the social systems of the Aztec Empire. We will also identify who the Aztec Emperors were, locate the capital city, consider the system of law and we will begin to explore how the Aztecs were able to control their subjects within their empire.

Substantive knowledge

- Empire, alliance, class, nobles, priest, sacrifice, temple, conquest
-

### 3. Aztec Beliefs

#### Pupils will learn

- In this lesson, we will consider what different religious beliefs the Aztecs had and how this impacted how they lived within their empire.

#### Substantive knowledge

- Empire, alliance, class, nobles, priest, sacrifice, temple, conquest
- 

### 4. The Spanish arrival

#### Pupils will learn

- In this lesson, we will explore whether the Spanish were able to conquer the lands due to the draconian rule of the Aztecs. We will make a judgement on whether they controlled their empire through fear or whether people were genuinely loyal to the Emperor and his rule.

#### Substantive knowledge

- Empire, alliance, class, nobles, priest, sacrifice, temple, conquest
- 





# Unit 19 Why have historians described 1492 as a turning point in world history?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**The Story of Christopher Columbus**

**Pupils will learn**

- In this lesson, we will learn about the story of Christopher Columbus and his voyage to the 'New World' in 1492, and we will begin to separate the myths from the reality.

**Substantive knowledge**

- Trade, empire, slavery, conquest, piracy, treaty, technology

2.

**The Conquistadors**

**Pupils will learn**

- This lesson, we will learn more about the Conquistadors - the Spanish knights and soldiers who conquered much of the 'New World' in the 16th century.

**Substantive knowledge**

- Trade, empire, slavery, conquest, piracy, treaty, technology

### 3. The Columbian Exchange

#### Pupils will learn

- In this lesson, we will investigate the 'Columbian Exchange' - the mass movement of people, animals, crops and disease - between the 'Old World' of Europe and the 'New World' of the Americas, and consider how this exchange has shaped the subsequent 500 years.

#### Substantive knowledge

- Trade, empire, slavery, conquest, piracy, treaty, technology



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### 4. The impact of 1492 on trade and world empires

#### Pupils will learn

- In this final lesson of the unit, we will look at the impact of 1492 on world trade and empires, and think about how they changed as a result of the voyages to the New World. This will help us then answer our question - is this a 'turning point' in history?

#### Substantive knowledge

- Trade, empire, slavery, conquest, piracy, treaty, technology
-



Lesson  
number

Lesson question

About the lesson

1.

**The European Reformation**

**Pupils will learn**

- In this lesson, we will examine the Catholic Church in the early 1500s and begin to think about what Martin Luther wanted to achieve.

**Substantive knowledge**

- Pope, transubstantiation, clergy, reform, excommunication, persecution

2.

**Luther in Wittenberg and Worms**

**Pupils will learn**

- In this lesson, we will follow Luther's story through his writing of the Ninety-Five Theses, his increasing disagreement with the Catholic Church, and his experience of the Diet of Worms.

**Substantive knowledge**

- Pope, transubstantiation, clergy, reform, excommunication, persecution

### 3. Printing, Pamphlets, and Peasants

#### Pupils will learn

- In this lesson, we will examine Luther's changing intentions as he translated the Bible, published new pamphlets, and shared his views on the Peasants' War.

#### Substantive knowledge

- Pope, transubstantiation, clergy, reform, excommunication, persecution



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### 4. Luther and Lutheranism

#### Pupils will learn

- In this lesson, we will consider how Lutheranism developed during and after Luther's life, and write an extended answer to our enquiry question: what was Luther trying to achieve?

#### Substantive knowledge

- Pope, transubstantiation, clergy, reform, excommunication, persecution
-



**Lesson  
number**

**Lesson question**

**About the lesson**

**1.**

**Who were Henry VIII & Catherine of Aragon?**

**Pupils will learn**

- In this lesson, we will learn about Henry VIII as King of England. We will explore his characteristics, his desires and his religious beliefs. We will also learn about Catherine of Aragon and her role as Queen of England.

**Substantive knowledge**

- Political marriage, legitimacy, act (law), parliament, Pope, Archbishop

**2.**

**What concerns did Henry VIII have as King of England?**

**Pupils will learn**

- In this lesson, we will learn about the problems that Henry VIII had as King of England and how this led to him making a break with Rome.

**Substantive knowledge**

- Political marriage, legitimacy, act (law), parliament, Pope, Archbishop



### 3. What was the Act of Supremacy?

#### Pupils will learn

- In this lesson, we will learn about how Henry VIII managed to get his marriage to Catherine annulled and the importance of the Act of Supremacy.

#### Substantive knowledge

- Political marriage, legitimacy, act (law), parliament, Pope, Archbishop
- 

### 4. Religious changes 1536-1539

#### Pupils will learn

- In this lesson, we will learn about the key features of Catholicism and Protestantism. We will also learn about the main religious changes that took place after Henry broke with Rome.

#### Substantive knowledge

- Political marriage, legitimacy, act (law), parliament, Pope, Archbishop
- 

### 5. What was the dissolution of the monasteries?

#### Pupils will learn

- In this lesson, we will learn about why Henry VIII decided to close the monasteries and how he benefited from this.

#### Substantive knowledge

- Political marriage, legitimacy, act (law), parliament, Pope, Archbishop
-

## 6.

### Why did Henry VIII make a break with Rome?

#### Pupils will learn

- In this lesson, we will aim to answer the enquiry question, 'why did Henry VIII make a break from Rome?' We will do so by considering the different reasons behind his decision. This will include the religious, political and economic factors that led to the decision to break with Rome.

#### Substantive knowledge

- Political marriage, legitimacy, act (law), parliament, Pope, Archbishop
- 



# Unit 22 In what ways did the Reformation matter to ordinary people?

6 Lessons



Lesson  
number

Lesson question

About the lesson

1.

Religious Rollercoaster

Pupils will learn

- In this lesson, we will learn about how the English Church changed during the sixteenth century. We will build up the big picture of the changes made by each monarch, before looking at it in more depth over the subsequent lessons of this unit.

Substantive knowledge

- Heresy, puritan, execution, parliament, Archbishop, shrines

2.

Why did Morebath church matter?

Pupils will learn

- In this lesson, we will learn about one ordinary church, called Morebath church. We will find out about the people who lived there and why the church mattered to them. We will also find out how the church changed because of King Henry VIII's wider national changes to the nature of the church in England.

Substantive knowledge

- Heresy, puritan, execution, parliament, Archbishop, shrines



### 3. How did Edward's reign affect Morebath church?

#### Pupils will learn

- In this lesson, we will learn about how Edward's reign affected Morebath church. We will find out what changes King Edward VI made to the English Church and what this meant for the people of Morebath.

#### Substantive knowledge

- Heresy, puritan, execution, parliament, Archbishop, shrines
- 

### 4. How did Mary's reign affect Morebath church?

#### Pupils will learn

- In this lesson, we will learn about how Mary's reign affected Morebath church. We will find out what changes Queen Mary I made to the English Church and think about whether Morebath church was the same as before or not.

#### Substantive knowledge

- Heresy, puritan, execution, parliament, Archbishop, shrines
- 



**5. How did Elizabeth's reign affect Morebath church?**

**Pupils will learn**

- In this lesson, we will learn about how Elizabeth's reign affected Morebath church. We will find out what changes Queen Elizabeth I made to the English Church and explore what this meant for the people of Morebath.

**Substantive knowledge**

- Heresy, puritan, execution, parliament, Archbishop, shrines



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**6. How did the Reformation affect Morebath church?**

**Pupils will learn**

- In this lesson, we will look back at all we have learnt in this topic on the Reformation. We will think about how the Reformation affected the people of Morebath and the different kinds of change they experienced as a result.

**Substantive knowledge**

- Heresy, puritan, execution, parliament, Archbishop, shrines
-

# Unit 23 Why was the world opening up to Elizabeth I and her people?

6 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**Elizabeth I and Spain: Why were they rivals?**

**Pupils will learn**

- In this lesson, we will learn about the tensions between Elizabeth I's England and Philip II's Spain and how these tensions helped to push the Elizabethans to expand their horizons.

**Substantive knowledge**

- Heresy, puritan, execution, parliament, propaganda, gentry, yeomen, peasants, alliance

2.

**Who were Elizabeth I's 'Sea Dogs'?**

**Pupils will learn**

- In this lesson, we will learn about who the Elizabethan Privateers were and their actions in South America and the Caribbean.

**Substantive knowledge**

- Heresy, puritan, execution, parliament, propaganda, gentry, yeomen, peasants, alliance



### 3. Why was Elizabeth I known as 'Sultana Isabel'?

#### Pupils will learn

- In this lesson, we will learn about Elizabethan connections to the Islamic world. We will learn about what Morocco was like in the Elizabethan era and also learn who Abd el-Ouahed ben Messaoud was.

#### Substantive knowledge

- Heresy, puritan, execution, parliament, propaganda, gentry, yeomen, peasants, alliance
- 

### 4. Who were the Elizabethans trading with?

#### Pupils will learn

- In this lesson, we will learn about the ways in which the Elizabethans sought to develop their trading networks throughout the world.

#### Substantive knowledge

- Heresy, puritan, execution, parliament, propaganda, gentry, yeomen, peasants, alliance
- 

### 5. Why did Elizabeth believe it was a 'Godly deed' to act violently towards Ireland?

#### Pupils will learn

- In this lesson, we will learn why the Elizabethans looked to colonise and control the island of Ireland and how this then provided the blueprint for the first English colonies in America.

#### Substantive knowledge

- Heresy, puritan, execution, parliament, propaganda, gentry, yeomen, peasants, alliance
-

6.

## Why was the world 'Opening Up' to the Elizabeth I and her people?

### Pupils will learn

- In this lesson, we will recap our learning about Elizabethan England. We will come to understand how trade, religion and warfare were the driving forces behind Elizabethan expansion in both trade and territories.

### Substantive knowledge

- Heresy, puritan, execution, parliament, propaganda, gentry, yeomen, peasants, alliance
- 





Lesson  
number

Lesson question

About the lesson

1.

**The Thirty Years War**

**Pupils will learn**

- In this lesson, we will explore how the Thirty Years War caused Charles I many problems as he first came to the throne.

**Substantive knowledge**

- Absolute monarch, tyrant, parliament, tax, archbishop, presbyterianism

2.

**Charles I's Personal Rule**

**Pupils will learn**

- In this lesson, we will investigate how Charles I lost further support through ship money and Laud's reforms.

**Substantive knowledge**

- Absolute monarch, tyrant, parliament, tax, archbishop, presbyterianism

### 3. Charles I and Scotland

#### Pupils will learn

- In this lesson, we will learn how Laud's reforms caused the Bishops' Wars and further tensions between the King and Parliament.

#### Substantive knowledge

- Absolute monarch, tyrant, parliament, tax, archbishop, presbyterianism
- 

### 4. The Return of Parliament

#### Pupils will learn

- In this lesson, we will look at the ways in which Parliament tried to get revenge against Charles I once his personal rule ended.

#### Substantive knowledge

- Absolute monarch, tyrant, parliament, tax, archbishop, presbyterianism
- 

### 5. The Arrest of Five Members

#### Pupils will learn

- In this lesson, we will learn how the Irish Rebellion and Great Remonstrance caused the relationship between King and Parliament to break down for the last time.

#### Substantive knowledge

- Absolute monarch, tyrant, parliament, tax, archbishop, presbyterianism
- 



6.

## Why did the Civil War break out in 1642?

### Pupils will learn

- In this lesson, we we will learn how historians have debated the causes of the Civil War before reaching our own judgements.

### Substantive knowledge

- Absolute monarch, tyrant, parliament, tax, archbishop, presbyterianism
- 





# Unit 25 In what ways was Britain turned upside down in the seventeenth century?

6 Lessons



Lesson  
number

Lesson question

About the lesson

1.

Civil War divisions

Pupils will learn

- In this lesson, we will learn about the brutal civil war that turned England upside down from 1642. We will learn about who was fighting, how people picked sides and why the war ended in 1646.

Substantive knowledge

- Parliament, democracy, military, radicals, puritans, civil war, siege, tyrant, republic

2.

The Putney Debates

Pupils will learn

- In this lesson, we will learn about the debates that took place between the Levellers and military leaders in Putney in 1647.

Substantive knowledge

- Parliament, democracy, military, radicals, puritans, civil war, siege, tyrant, republic

### 3. Regicide

#### Pupils will learn

- In this lesson, we will learn about the trial and regicide that shocked England in 1649. We will learn about the lead up to Charles's trial, the details of the trial and then the consequences of his execution.

#### Substantive knowledge

- Parliament, democracy, military, radicals, puritans, civil war, siege, tyrant, republic



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### 4. Quakers, Ranters and Diggers

#### Pupils will learn

- In this lesson, we will learn about the Quakers, the Diggers and the Ranters - and the vicious backlash these groups faced in the 1640s and 1650s.

#### Substantive knowledge

- Parliament, democracy, military, radicals, puritans, civil war, siege, tyrant, republic

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### 5. Oliver Cromwell

#### Pupils will learn

- In this lesson, we will learn about Oliver Cromwell. We will learn that Cromwell led the New Model Army, committed massacres in Ireland in 1650 and was called a 'king in all but name' by his enemies.

#### Substantive knowledge

- Parliament, democracy, military, radicals, puritans, civil war, siege, tyrant, republic
-

## 6.

### The world turned upside down

#### Pupils will learn

- In this lesson, we will learn about some of the categories that historians use to discuss different kinds of change - social, political and religious.

#### Substantive knowledge

- Parliament, democracy, military, radicals, puritans, civil war, siege, tyrant, republic
- 





Lesson  
number

Lesson question

About the lesson

1.

The Restoration

Pupils will learn

- In this lesson, we will learn about the Restoration of the monarchy in 1660 and the problems that Charles II faced until his death in 1685.

Substantive knowledge

- Parliament, revolution, absolute monarchy, constitutional monarchy, invasion, rebellion, act (laws)

2.

The 'Glorious Revolution'

Pupils will learn

- In this lesson, we will learn about how William of Orange replaced James II as England's king from 1688-89.

Substantive knowledge

- Parliament, revolution, absolute monarchy, constitutional monarchy, invasion, rebellion, act (laws)

### 3. Ireland and Scotland

#### Pupils will learn

- In this lesson, we will learn about the violence that followed the 'Glorious Revolution' in Ireland and Scotland from 1689-92.

#### Substantive knowledge

- Parliament, revolution, absolute monarchy, constitutional monarchy, invasion, rebellion, act (laws)
- 

### 4. Banking, Union and Gin

#### Pupils will learn

- In this lesson, we will learn about the revolutionary developments that took place in Britain after 1688-89.

#### Substantive knowledge

- Parliament, revolution, absolute monarchy, constitutional monarchy, invasion, rebellion, act (laws)
- 





Lesson  
number

Lesson question

About the lesson

1.

**Pocahontas and the Powhatan Peoples**

**Pupils will learn**

- In this lesson, we will learn about the cultures, languages and lives of the Algonquian speaking members of the Powhatan people.

**Substantive knowledge**

- Colony, empire, trade, cash crops, enslaved people, plantation, colonist

2.

**Masters and Servants**

**Pupils will learn**

- In this lesson, we will learn about who lived in early north America by looking at their stories.

**Substantive knowledge**

- Colony, empire, trade, cash crops, enslaved people, plantation, colonist

### 3. Sugar Barons

#### Pupils will learn

- In this lesson, we will learn about some of the British families who made fortunes in the Caribbean from sugar.

#### Substantive knowledge

- Colony, empire, trade, cash crops, enslaved people, plantation, colonist
- 

### 4. Enslaved People

#### Pupils will learn

- In this lesson, we will learn about the enslaved people who worked on the sugar plantations in British America.

#### Substantive knowledge

- Colony, empire, trade, cash crops, enslaved people, plantation, colonist
- 





Lesson  
number

Lesson question

About the lesson

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1.

What was the Enlightenment?

Pupils will learn

- In this lesson, we will learn about some of the big ideas which people were getting excited about in the eighteenth century. Some of these ideas were so powerful, they went on to help cause revolutions.

**Substantive knowledge**

- Independence, colonist, constitution, republic, taxation, rebellion, revolution, parliament
- 

2.

Enlightenment Culture

Pupils will learn

- In this lesson, we will find out about what it was like to live in a time with so many new and exciting ideas. Questions we will try to answer include: how were these ideas spread? Which groups of people were affected by the ideas? This lesson focuses on what was happening in eighteenth century Paris as it was the centre of Enlightenment thought at the time.

**Substantive knowledge**

- Independence, colonist, constitution, republic, taxation, rebellion, revolution, parliament
-



### 3. The 13 Colonies

#### Pupils will learn

- In this lesson, we will start to learn how the Enlightenment ideas we learnt about in the previous lessons started to cause revolutions in distant parts of the world. This lesson will give us some background about the Americas.

#### Substantive knowledge

- Independence, colonist, constitution, republic, taxation, rebellion, revolution, parliament



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### 4. Why did war break out between Britain and its colonies?

#### Pupils will learn

- In this lesson, we will learn about the start of the American Revolution. This involved war breaking out between the American colonists and the British government.

#### Substantive knowledge

- Independence, colonist, constitution, republic, taxation, rebellion, revolution, parliament
-

## 5. The Revolutionary War

### Pupils will learn

- In this lesson, we will learn about how the 13 Colonies were able to defeat the British government and its powerful navy and professional army. We will find out about how a new country was created with a completely new type of government. By the end of the lesson we will be able to decide whether or not America experienced a revolution.

### Substantive knowledge

- Independence, colonist, constitution, republic, taxation, rebellion, revolution, parliament



---

## 6. The Declaration of Independence

### Pupils will learn

- In this lesson, will look at one of the most famous documents in history: the American Declaration of Independence. It was created during the American Revolutionary War and then shaped the country that was created. We are going to read the document to help decide for ourselves whether the Enlightenment fueled the American Revolution.

### Substantive knowledge

- Independence, colonist, constitution, republic, taxation, rebellion, revolution, parliament
-



Lesson  
number

Lesson question

About the lesson

1.

**The Ancien Regime**

**Pupils will learn**

- In this lesson, we will look at what France was like just before it experienced a revolution in 1789. We will learn how the French King faced a crisis which was caused by a mixture of social changes, Enlightenment ideas and the consequences of the American War of Independence.

**Substantive knowledge**

- Revolution, taxation, execution, class, aristocracy, peasantry, clergy, constitutional monarchy, parliament

2.

**The 1789 Revolution**

**Pupils will learn**

- In this lesson, we will learn how the crisis Louis XVI faced turned into a revolution. We will find out about why 1789 has gone down as one of the most important years in history. We will also be looking for evidence of Enlightenment ideas in the key events and documents produced.

**Substantive knowledge**

- Revolution, taxation, execution, class, aristocracy, peasantry, clergy, constitutional monarchy, parliament

### 3. The Reign of Terror

#### Pupils will learn

- In this lesson, we will learn about how the French Revolution became a bloodbath. We will learn how the hope and joy of 1789 was put at risk by foreign invasion and "enemies within". We will see how, in this atmosphere, the French Revolutionaries turned on each other and thousands were executed.

#### Substantive knowledge

- Revolution, taxation, execution, class, aristocracy, peasantry, clergy, constitutional monarchy, parliament



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### 4. Was the French Revolution Enlightened?

#### Pupils will learn

- In this lesson, we will assess whether the French Revolution was Enlightened. We will also hopefully come to understand why historians might disagree when answering questions like this.

#### Substantive knowledge

- Revolution, taxation, execution, class, aristocracy, peasantry, clergy, constitutional monarchy, parliament
-



Lesson  
number

Lesson question

About the lesson

1.

Reactions to the French Revolution

Pupils will learn

- In this lesson, we will explore how other parts of the world reacted to the French Revolution. We will find out about how the French Revolution contributed to a revolution in Haiti and then consider how the British reacted to these revolutions.

**Substantive knowledge**

- Revolution, slavery, empire, parliament, massacre, reform, taxation

2.

Waterloo and the Napoleonic Wars

Pupils will learn

- In this lesson, we will start investigating British reactions to the French Revolution. In particular we will explore why Britain fought a long war against France and how Britain eventually defeated the French military genius: Napoleon Bonaparte.

**Substantive knowledge**

- Revolution, slavery, empire, parliament, massacre, reform, taxation

### 3. Peterloo Massacre

#### Pupils will learn

- In this lesson, we will find out how the defeat of Napoleon did not remove the threat of revolution in Britain. We will learn how radicals in Britain wanted to change the way the country was ruled and how the government reacted.

#### Substantive knowledge

- Revolution, slavery, empire, parliament, massacre, reform, taxation



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### 4. Great Reform Act

#### Pupils will learn

- In this lesson, we will find out how the British government managed to avoid experiencing a violent revolution. We will learn how after debates in parliament and riots across the country, a law was passed allowing more people to vote in elections.

#### Substantive knowledge

- Revolution, slavery, empire, parliament, massacre, reform, taxation
-

# Unit 31 How successful were efforts to abolish slavery in the nineteenth century?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**Jamaica: Enslaved people and resistance**

**Pupils will learn**

- In this lesson, we will look at Jamaica as a case study. What was it like for the enslaved people working in Jamaica and how did they try to free themselves?

**Substantive knowledge**

- Rebellion, revolution, campaign, petition, boycott, slavery, empire, parliament

2.

**The abolition movement**

**Pupils will learn**

- In this lesson, we will look at the reasons behind the abolition of the slave trade.

**Substantive knowledge**

- Rebellion, revolution, campaign, petition, boycott, slavery, empire, parliament

### 3. The 1807 and 1833 Acts

#### Pupils will learn

- In this lesson, we will discuss that acts which ended the slave trade within the British Empire.

#### Substantive knowledge

- Rebellion, revolution, campaign, petition, boycott, slavery, empire, parliament



---

### 4. How successful were efforts to abolish slavery in the nineteenth century?

#### Pupils will learn

- In this lesson, we will explore how we can judge 'success' in ending slavery. This will be done by considering who benefited from the 1807 and 1833 Acts.

#### Substantive knowledge

- Rebellion, revolution, campaign, petition, boycott, slavery, empire, parliament
-



## Unit 32 How far did working conditions improve over the nineteenth century?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**Child labour during the Industrial Revolution**

**Pupils will learn**

- In this lesson, we will learn about how the Industrial Revolution transformed working-conditions in England between 1750-1850.

**Substantive knowledge**

- Industry, class, reform, campaign, socialism

2.

**Changing labour laws**

**Pupils will learn**

- In this lesson, we will learn about the ways in which governments tried to improve working conditions during the nineteenth century.

**Substantive knowledge**

- Industry, class, reform, campaign, socialism

### 3. Popular protest, 1800-1850

#### Pupils will learn

- In this lesson, we will learn about popular protests against poor working conditions at the start of the nineteenth century.

#### Substantive knowledge

- Industry, class, reform, campaign, socialism
- 

### 4. Popular protest, 1850-1900

#### Pupils will learn

- In this lesson, we will learn about the Lancashire Cotton Famine and the Matchgirls strike. We will use these examples and knowledge from previous lessons to answer our enquiry question: how far did working conditions improve during the nineteenth century?

#### Substantive knowledge

- Industry, class, reform, campaign, socialism
- 



# Unit 33 Why are different stories told about Britain's journey to democracy?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

The Whig Story

Pupils will learn

- In this lesson, we will learn about how Britain gradually became a democracy. We will learn how British history is a story of progress where our system of government slowly got better. However, we will also discover that this story may be too simple.

Substantive knowledge

- Democracy, reform, unions, co-operatives, political parties, elections, campaign, class

2.

The workers' story

Pupils will learn

- In this lesson, we will learn a different story about how Britain became a democracy. This story describes how Britain's workers demanded the vote and then had to keep fighting for it when it was denied.

Substantive knowledge

- Democracy, reform, unions, co-operatives, political parties, elections, campaign, class

### 3. The suffragette story

#### Pupils will learn

- In this lesson, we will learn a story about how a group of women campaigned for the right to vote. These women were known as the 'suffragettes' and used radical methods to get attention.

#### Substantive knowledge

- Democracy, reform, unions, co-operatives, political parties, elections, campaign, class



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### 4. How can we best tell the story of Britain's journey to democracy?

#### Pupils will learn

- In this lesson, we will compare the three stories we have looked at so far about Britain's journey to democracy and consider why different stories have developed around Britain's journey to democracy.

#### Substantive knowledge

- Democracy, reform, unions, co-operatives, political parties, elections, campaign, class
-



Lesson  
number

Lesson question

About the lesson

---

1.

East India Company to Raj

Pupils will learn

- In this lesson, we will get a big picture understanding of Britain's relationship with India. We will look at how over three hundred years Britain and India went from trading partners to being part of the same empire.

Substantive knowledge

- Rebellion, mutiny, empire, colony, parliament, imperialism, nationalism
- 

2.

Events of 1857

Pupils will learn

- In this lesson, we will look at what happened in India in 1857. We will find out about some of the key events and start thinking about why the conflict has been given different names.

Substantive knowledge

- Rebellion, mutiny, empire, colony, parliament, imperialism, nationalism
-

### 3. British Reactions to 1857

#### Pupils will learn

- In this lesson, we will find out how people in Britain reacted to the 1857 conflict in India. We will also see why the name given to the conflict started to matter.

#### Substantive knowledge

- Rebellion, mutiny, empire, colony, parliament, imperialism, nationalism
- 

### 4. Interpretations of 1857

#### Pupils will learn

- In this lesson, we will find out how historians have interpreted the 1857 conflict in different ways and why people continue to disagree about what it should be called.

#### Substantive knowledge

- Rebellion, mutiny, empire, colony, parliament, imperialism, nationalism
- 



# Unit 35 What did British colonialism look like in the nineteenth century?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**The British Empire (1776-1900)**

**Pupils will learn**

- In this lesson, will learn about the development of the British Empire in the years 1776-1900. We will introduce some key features of British colonialism. This will make us ready for the rest of this enquiry, in which we will explore what British colonialism looked like in different parts of the world in the nineteenth century.

**Substantive knowledge**

- Colony, empire, rebellion, treaty, Civil Service

2.

**Colonialism in India**

**Pupils will learn**

- In this lesson, we will learn about what British colonialism looked like in India after 1857. We will look at different ways in which the British tried to strengthen and justify their control over India, and the ways in which Indians experienced, resisted and responded to British colonialism.

**Substantive knowledge**

- Colony, empire, rebellion, treaty, Civil Service

### 3. Settler colonialism in Australia

#### Pupils will learn

- In this lesson, we will learn about what British colonialism looked like in Australia. We will look at the ways in which British settlers expanded their power in Australia and how Aboriginal people experienced, resisted and responded to British settlement in Australia.

#### Substantive knowledge

- Colony, empire, rebellion, treaty, Civil Service



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### 4. Internal colonialism in Ireland

#### Pupils will learn

- In this lesson, we will learn about what British colonialism looked like in Ireland. We will explore this fascinating case in which Ireland was both a partner and a colony of Britain. Finally, we will get to answer our enquiry question by comparing British colonialism in India, Australia and Ireland.

#### Substantive knowledge

- Colony, empire, rebellion, treaty, Civil Service
-



# Unit 36 How do we uncover the lived experience of those ruled by Empire in Africa?

4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

What was Empire and why is it challenging to uncover the experience of it?

Pupils will learn

- In this lesson, we will get an overview of European empires in Africa and begin to understand why uncovering the experiences of the colonised is both important and challenging.

Substantive knowledge

- Colony, empire, tribe, chief, treaty

2.

The Rubber Coils'

Pupils will learn

- In this lesson, we will use first hand accounts to analyse the experiences of life under the Belgian Empire in the Congo and those of Zulu peoples facing British expansionism in South Africa.

Substantive knowledge

- Colony, empire, tribe, chief, treaty

### 3. Things Fall Apart'

#### Pupils will learn

- In this lesson, we will use literary extracts as well as primary sources, to examine the early experiences of colonialism in Nigeria and Namibia.

#### Substantive knowledge

- Colony, empire, tribe, chief, treaty
- 

### 4. I will not come'

#### Pupils will learn

- In this lesson, we will use contemporary works of history and autobiography to appreciate how historians and leaders have reflected on colonialism in the post colonial period.

#### Substantive knowledge

- Colony, empire, tribe, chief, treaty
- 



# Unit 37 Did tensions over Africa make a European war more likely? 4 Lessons



Lesson  
number

Lesson question

About the lesson

1.

**New countries of 1870 and the desire for Empire**

**Pupils will learn**

- In this lesson, we will learn about new countries that were formed in 1870 and the reasons that different countries wanted to expand their Empires.

**Substantive knowledge**

- Empire, nationalism, treaty, proxy war, great power, imperialism

2.

**The Berlin Conference**

**Pupils will learn**

- In this lesson, we will learn about the decisions that were made at the Berlin Conference and the impact that they had.

**Substantive knowledge**

- Empire, nationalism, treaty, proxy war, great power, imperialism

### 3. Egypt

#### Pupils will learn

- In this lesson, we will learn about the causes and impacts of European policies in Egypt.

#### Substantive knowledge

- Empire, nationalism, treaty, proxy war, great power, imperialism
- 

### 4. Morocco

#### Pupils will learn

- In this lesson, we will learn about the causes and impacts of European policies in Morocco.

#### Substantive knowledge

- Empire, nationalism, treaty, proxy war, Great Power, imperialism
- 





Lesson  
number

Lesson question

About the lesson

1.

**Systems of Alliance**

**Pupils will learn**

- In this lesson, we will learn about the different alliance systems which existed in Europe prior to 1914 and how they made a major war in Europe more likely.

**Substantive knowledge**

- Great Power, alliances, nationalism, mobilisation, empire, treaty

2.

**The Schlieffen Plan**

**Pupils will learn**

- In this lesson, we will learn about the different military plans which European nations had for war, and how Germany's plans in particular accelerated events leading to the outbreak of war.

**Substantive knowledge**

- Great Power, alliances, nationalism, mobilisation, empire, treaty

### 3. Germany: A New Nation

#### Pupils will learn

- In this lesson, we will learn about the origins of the German Nation State, its culture and leader in 1914, Kaiser Wilhelm II. This will help us to understand why Germany was more likely to act as an aggressor in the event of a European conflict.

#### Substantive knowledge

- Great Power, alliances, nationalism, mobilisation, empire, treaty
- 

### 4. Imperial Rivalries

#### Pupils will learn

- In this lesson, we will learn about the background to the First World War, for example what smaller conflicts and rivalries between European nations had set them against one and other.

#### Substantive knowledge

- Great Power, alliances, nationalism, mobilisation, empire, treaty
- 



## 5. Nationalism and Militarism

### Pupils will learn

- In this lesson, we will learn about the role played by growing nationalism and militarism in increasing the likelihood of a conflict in Europe.

### Substantive knowledge

- Great Power, alliances, nationalism, mobilisation, empire, treaty



---

## 6. What really caused the outbreak of WWI?

### Pupils will learn

- In this lesson, we will review the different causes of the First World War and come to a judgement as to their relative importance.

### Substantive knowledge

- Great Power, alliances, nationalism, mobilisation, empire, treaty
-

# Unit 39 What do the stories of the 'often forgotten armies' reveal about the Western Front?

6 Lessons



Lesson  
number

Lesson question

About the lesson

1.

Introduction to the Western Front

Pupils will learn

- In this lesson, we will learn about what the Western Front was and what the traditional interpretation of it is.

**Substantive knowledge**

- Artillery, technology, conscript, volunteer, recruitment, empire, colony

2.

Ganga Singh

Pupils will learn

- In this lesson, we will learn about what the story of Ganga Singh, an Indian soldier, can reveal to us about the Western Front.

**Substantive knowledge**

- Artillery, technology, conscript, volunteer, recruitment, empire, colony



### 3. Algerian Soldiers

#### Pupils will learn

- In this lesson, we will learn about what the story of Algerian Soldiers at Ypres can reveal to us about the Western Front.

#### Substantive knowledge

- Artillery, technology, conscript, volunteer, recruitment, empire, colony



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### 4. Chinese Labour Corps

#### Pupils will learn

- In this lesson, we will learn about what the story of the Chinese Labour Corps can reveal to us about the Western Front.

#### Substantive knowledge

- Artillery, technology, conscript, volunteer, recruitment, empire, colony

---

### 5. Mike Mountain Horse

#### Pupils will learn

- In this lesson, we will learn about what the story of Mike Mountain Horse, a Native Canadian soldier, can reveal to us about the Western Front.

#### Substantive knowledge

- Artillery, technology, conscript, volunteer, recruitment, empire, colony
-

6.

**What do the stories of the 'often forgotten armies' reveal about the Western Front?**

**Pupils will learn**

- In this lesson, we will pull everything we have learnt about the 'often forgotten armies' together and then learn how to answer our enquiry question: what do the stories of the 'often forgotten armies' reveal about the Western Front?

**Substantive knowledge**

- Artillery, technology, conscript, volunteer, recruitment, empire, colony
- 





Lesson  
number

Lesson question

About the lesson

1.

**The Eastern Front and the Russian Revolution, 1917**

**Pupils will learn**

- In this lesson, we will look at the fighting that took place on the Eastern Front during the First World War before examining the reasons for and impact of the Russian Revolution on the Great War.

**Substantive knowledge**

- Abdication, revolution, treaty, alliance, stalemate, trade

2.

**The US enters the war, 1917**

**Pupils will learn**

- In this lesson, we will examine the reasons for the US involvement in the First World War in 1917 and its role in the conflict prior to their joining. We will learn about the impact of US resources and troops on the course of the war before considering the factor's importance for our enquiry question about why the war ended in 1918.

**Substantive knowledge**

- Abdication, revolution, treaty, alliance, stalemate, trade

### 3. The Spring Offensive, 1918

#### Pupils will learn

- In this lesson, we will look at the conditions on the German homefront during the First World War before examining the events and outcomes of the Spring Offensive of 1918.

#### Substantive knowledge

- Abdication, revolution, treaty, alliance, stalemate, trade
- 

### 4. The Armistice, 1918

#### Pupils will learn

- In this lesson, we will examine the events leading up to the Armistice of 1918, before pulling together all the material from this series of lessons to answer our enquiry question about why the war ended in 1918.

#### Substantive knowledge

- Abdication, revolution, treaty, alliance, stalemate, trade
- 





Lesson  
number

Lesson question

About the lesson

1.

**Why was it so difficult to decide what to do with Germany after the First World War?**

**Pupils will learn**

- In this lesson, we will explore why it was so difficult for the winners of the First World War to decide how to punish Germany. We will look at their different wartime experiences, their fears and how all of this affected their aims at the Paris Peace Conference.

**Substantive knowledge**

- Treaty, alliance, nationalism, empire, state, government, trade

2.

**Was the Treaty of Versailles a 'Peace of Revenge'?**

**Pupils will learn**

- In this lesson, we will explore the terms of the Treaty of Versailles and how Germany was punished by the winning countries of the First World War. We will start to examine what kind of peace was actually made in 1919.

**Substantive knowledge**

- Treaty, alliance, nationalism, empire, state, government, trade

### 3. The limits of Self-Determination

#### Pupils will learn

- In this lesson, we will find out how the plans of American President Woodrow Wilson to have national groups rule themselves through self-determination actually paved the way for further problems in Europe. We will look at how this impacted on the kind of peace that was made in 1919.

#### Substantive knowledge

- Treaty, alliance, nationalism, empire, state, government, trade



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### 4. The League of Nations

#### Pupils will learn

- In this lesson, we will learn about how the League of Nations was part of Woodrow Wilson's plan to prevent future wars in Europe. Through this lesson we will learn about the aims and the structure of the League of Nations and we will evaluate its strengths and weaknesses.

#### Substantive knowledge

- Treaty, alliance, nationalism, empire, state, government, trade
-



Lesson  
number

Lesson question

About the lesson

1.

**The Bolshevik Coup d'Etat**

**Pupils will learn**

- In this lesson, we will learn about the Bolsheviks and how they came to power in Russia in October 1917.

**Substantive knowledge**

- Revolution, coup d'etat, class, workers, parliament, ideology

2.

**Trotsky and the Civil War**

**Pupils will learn**

- In this lesson, we will learn about the civil war which broke out in Russia following the October Revolution. We will study the role of Trotsky during the conflict and the impact of the Civil War on the Bolsheviks' aims.

**Substantive knowledge**

- Revolution, coup d'etat, class, workers, parliament, ideology

**3.**

### **War, Communism and the New Economic Policy**

#### **Pupils will learn**

- In this lesson, we will learn about the different economic policies introduced by the Bolsheviks during the Civil War and into the 1920s.

#### **Substantive knowledge**

- Revolution, coup d'etat, class, workers, parliament, ideology
- 

**4.**

### **Alexandra Kollontai and Social Change**

#### **Pupils will learn**

- In this lesson, we will learn about the changes the Bolsheviks made to Russian society. We will learn more about how the Bolsheviks started to transform the family, the role of women and education during the 1920s.

#### **Substantive knowledge**

- Revolution, coup d'etat, class, workers, parliament, ideology
- 







Lesson  
number

Lesson question

About the lesson

1.

**The Long Campaign for Democracy**

**Pupils will learn**

- In this lesson, we will start to learn why the fascists gained support during the 1920s. We will learn about how democracy had grown and developed up to 20th century, and the nature of fascism.

**Substantive knowledge**

- Parliament, class, coup d'etat, ideology, unemployment, economic growth, election

2.

**Fascist Support in the 1920s**

**Pupils will learn**

- In this lesson, we will learn about the impact of the First World War on Italy and how it contributed to the growth of fascist support in the 1920s.

**Substantive knowledge**

- Parliament, class, coup d'etat, ideology, unemployment, economic growth, election

### 3. The Great Depression

#### Pupils will learn

- In this lesson, we will learn about the impact of the Great Depression on the spread of fascism in Germany during the 1930s.

#### Substantive knowledge

- Parliament, class, coup d'etat, ideology, unemployment, economic growth, election
- 

### 4. Fear of Communism

#### Pupils will learn

- In this lesson, we will learn how the spread of communism contributed to the growth of fascist support in Spain, Italy and Germany. We will also answer the enquiry question: why did fascists gain support?

#### Substantive knowledge

- Parliament, class, coup d'etat, ideology, unemployment, economic growth, election
- 





Lesson  
number

Lesson question

About the lesson

1.

**Police State and Fear**

**Pupils will learn**

- In this lesson, we will start to learn about how people were controlled in totalitarian states. We will learn about how the police were used to control what people did and what people said in Nazi Germany and the Soviet Union.

**Substantive knowledge**

- Political state, propaganda, unemployment, economic growth, labour camp

2.

**Economic Policies**

**Pupils will learn**

- In this lesson, we will learn about the economic policies introduced in Nazi Germany and the Soviet Union during the 1930s. We will learn how Hitler and Stalin used these policies to strengthen their control over people's lives.

**Substantive knowledge**

- Political state, propaganda, unemployment, economic growth, labour camp

### 3. Persecution in the Soviet Union and Germany

#### Pupils will learn

- In this lesson, we will learn about how groups of people were persecuted in the Soviet Union and Nazi Germany during the 1930s and 1940s. We will learn how Hitler and Stalin used these policies to strengthen their control over people's lives.

#### Substantive knowledge

- Political state, propaganda, unemployment, economic growth, labour camp



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### 4. Propaganda and Cults of Personality

#### Pupils will learn

- In this lesson, we will learn how propaganda was used in Germany and the Soviet Union to create cults of personality for Hitler and Stalin. We will learn how these methods were used by the leaders to gain greater control over people's lives.

#### Substantive knowledge

- Political state, propaganda, unemployment, economic growth, labour camp
-



Lesson  
number

Lesson question

About the lesson

1.

Successes in the 1920s

Pupils will learn

- In this lesson, we will explore the structure of the League of Nations and the events of the 1920s. We will start to judge how successful the League was in its early years.

Substantive knowledge

- Treaty, invasion, parliament, boycott, trade, re-armament

2.

Failures in the 1930s

Pupils will learn

- In this lesson, we will examine the global situation which made the work of the League of Nations much more difficult in the 1930s, and go on to explore two examples of the failure of the League of Nations (Manchuria and Abyssinia) which paved the way to the Second World War.

Substantive knowledge

- Treaty, invasion, parliament, boycott, trade, re-armament

### 3. Appeasement

#### Pupils will learn

- In this lesson, we will explore how the failures of the League paved the way for further difficulties in the 1930s. We will look at the actions taken by Hitler and the lack of action from Britain and France, which meant that war became inevitable.

#### Substantive knowledge

- Treaty, invasion, parliament, boycott, trade, re-  
armament



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### 4. The outbreak of the Second World War

#### Pupils will learn

- In this lesson, we will investigate the events which led up to the outbreak of the Second World War in 1939. We will explore the Nazi-Soviet Pact, and start to think about the failures of the League of Nations.

#### Substantive knowledge

- Treaty, invasion, parliament, boycott, trade, re-  
armament
-

# Unit 46 When was the turning point during the Second World War? 6 Lessons



Lesson  
number

Lesson question

About the lesson

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1.

**Blitzkrieg and Nazi control of Europe**

**Pupils will learn**

- In this lesson, we will learn about the features of blitzkrieg and Nazi control in Europe. We will learn about who the Allied and Axis powers were, and then consider what a turning point is.

**Substantive knowledge**

- Technology, battle, alliance, empire, invasion, occupation
- 

2.

**The Battle of Britain and aerial bombardment**

**Pupils will learn**

- In this lesson, we will learn about the events and impact of the Battle of Britain. We will learn what happened during the Blitz, and consider what the impact was of the Battle of Britain.

**Substantive knowledge**

- Technology, battle, alliance, empire, invasion, occupation
-

### 3. Invasion of the USSR

#### Pupils will learn

- In this lesson, we will learn about the events and impact of the Nazi invasion of the USSR.

#### Substantive knowledge

- Technology, battle, alliance, empire, invasion, occupation
- 

### 4. Pearl Harbour and the War in the Pacific

#### Pupils will learn

- In this lesson, we will learn about the events and impact of the attack on Pearl Harbour.

#### Substantive knowledge

- Technology, battle, alliance, empire, invasion, occupation
- 

### 5. Stalingrad and D-Day

#### Pupils will learn

- In this lesson, we will learn about the events and impact of the battle of Stalingrad and the D-Day landings. We will consider why these are considered major turning points in history.

#### Substantive knowledge

- Technology, battle, alliance, empire, invasion, occupation
- 





## 6.

### VE and VJ Days

#### Pupils will learn

- In this lesson, we will learn about the events that led to VE day and VJ day. We will also consider the impact of these events.

#### Substantive knowledge

- Technology, battle, alliance, empire, invasion, occupation
- 





Lesson  
number

Lesson question

About the lesson

1.

No true witnesses

Pupils will learn

- In this lesson, we will learn about what happened during the Holocaust. We will learn what a genocide is, and then learn about the genocide that happened at Auschwitz-Birkenau.

Substantive knowledge

- Antisemitism, persecution, genocide, migration

2.

The Demolition of Man

Pupils will learn

- In this you will learn about the events that led up to the Holocaust. We will look at Primo Levi's account of being a prisoner at Auschwitz, and then consider different interpretations of the events that led to the Holocaust. We will look at historians who have contextualized it within the fighting of the Second World War, and historians who have contextualized it with Nazi control of Germany.

Substantive knowledge

- Antisemitism, persecution, genocide, migration



Lesson number	Lesson question	About the lesson
1.	What counts as resistance?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will think about why Jewish resistance to the Holocaust isn't widely studied and what counts as resistance.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Antisemitism, persecution, genocide, migration</li></ul>
2.	Non-violent Jewish resistance	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will think about how Jewish people found ways to keep their life as normal as they could as a way of resisting.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Antisemitism, persecution, genocide, migration</li></ul>
3.	Violent Jewish resistance	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will think about how some Jewish people organised violent uprisings against the Nazis.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Antisemitism, persecution, genocide, migration</li></ul>

## 4.

### Jewish partisans in Vilna

#### Pupils will learn

- In this lesson, we will look at how Jewish resistance in Vilna took a variety of forms, including armed partisans.

#### Substantive knowledge

- Antisemitism, persecution, genocide, migration
- 





Lesson  
number

Lesson question

About the lesson

1.

**How did India achieve independence in 1947?**

**Pupils will learn**

- In this lesson, we will learn about Gandhi's independence movement, especially nonviolent noncooperation.

**Substantive knowledge**

- Empire, colony, parliament, independence, campaign, migration

2.

**The War, the bookshop and the jail**

**Pupils will learn**

- In this lesson, we will examine the pressures that the Second World War placed on the British in India.

**Substantive knowledge**

- Empire, colony, parliament, independence, campaign, migration

### 3. Britain and India after the War

#### Pupils will learn

- In this lesson, we will look at the effect the War had on Britain, India and the independence movement.

#### Substantive knowledge

- Empire, colony, parliament, independence, campaign, migration
- 

### 4. Freedom and Division

#### Pupils will learn

- In this lesson, we will examine why India's independence led to partition and refugees.

#### Substantive knowledge

- Empire, colony, parliament, independence, campaign, migration
- 





Lesson number	Lesson question	About the lesson
1.	The Swinging Sixties?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will be introduced to the Sixties and why they are remembered as the 'Swinging Sixties'.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Class, culture, economic growth, migration</li></ul>
2.	Youth Culture: Music and Art	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will introduce youth culture, and the changes that took place in music and art during the sixties.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Class, culture, economic growth, migration</li></ul>
3.	Poverty and Prosperity	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will look at the living conditions of ordinary people and whether or not the 'progress' of the Sixties was shared by everyone.</li></ul> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>• Class, culture, economic growth, migration</li></ul>



## 4. Experiences of Britain's migrant communities

### Pupils will learn

- In this lesson, we will analyse the experiences of the thousands of migrants who came to Britain after World War Two, and especially focus on the day-to-day reality of life in the Sixties.

### Substantive knowledge

- Class, culture, economic growth, migration
- 

## 5. Memories of the Sixties

### Pupils will learn

- In this lesson, we will look at the different ways that people think about the Sixties, such as through pop culture and entertainment. Why do we remember the Sixties as 'swinging'?

### Substantive knowledge

- Class, culture, economic growth, migration
- 

## 6. Did the Sixties swing?

### Pupils will learn

- In this lesson, we will look at two different perspectives of the Sixties and analyse why those people have come to different interpretations. We will consider what this reveals about the stories that are told about the past.

### Substantive knowledge

- Class, culture, economic growth, migration
-





Lesson  
number

Lesson question

About the lesson

1.

What is 'decolonisation'?

Pupils will learn

- In this lesson, we will learn what the process of decolonisation is. We will explore it in more detail by using the case study of Ireland in the twentieth-century.

Substantive knowledge

- Empire, civil war, trade, independence, culture

2.

How did decolonisation occur in Ghana?

Pupils will learn

- In this lesson, we will learn about the processes and events that led to decolonisation in Ghana.

Substantive knowledge

- Empire, civil war, trade, independence, culture

3.

How did decolonisation occur in Jamaica?

Pupils will learn

- In this lesson, we will learn about the events and processes which led to decolonisation in Jamaica.

Substantive knowledge

- Empire, civil war, trade, independence, culture

## 4.

### How different was decolonisation?

#### Pupils will learn

- In this lesson, we will bring together our learning on decolonisation tracing the similarities and differences between the experiences of Jamaica, Ghana and Ireland.

#### Substantive knowledge

- Empire, civil war, trade, independence, culture
- 



# 4. Learn More



## Contents

### Section number

### Section title

1.	Coherence and flexibility
2.	Knowledge organisation
3.	Knowledge selection
4.	Inclusive and ambitious
5.	Pupil engagement
6.	Motivation through learning
7.	How will pupils make progress?
8.	Further information about sequence
9.	Enquiry units organised by theme
10.	Enquiry units organised by time period



## 1. Coherence and flexibility

Oak's history curriculum will use enquiry questions to build up meaningful substantive knowledge across a series of lessons and develop pupils' disciplinary thinking. In an ideal curriculum these enquiries would build on one another. However, in order to provide schools with the flexibility to use some Oak resources in the way that is most useful to them, we aim to design our enquiries to be relatively short (4-6 lessons) and to be self-contained. Unavoidably, certain enquiries will rely on some prior knowledge. Where this is the case, we will indicate this so that teachers can either direct pupils to more than one enquiry or be confident the enquiry will be accessible because of previously learnt content in school.

## 2. Knowledge organisation

Our enquiries are organised around substantive concepts and second order concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts on which they focus. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Oak sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire, revolution) differ and challenge simplistic definitions. Each enquiry will also have a disciplinary focus on at least one second order concept. This disciplinary focus is made explicit for each enquiry. Finally, our proposed sequence of enquiries is broadly chronological, however, as enquiries are self-contained, teachers could choose to develop their own thematic sequence.

## 3. Knowledge selection

In making decisions about what to include and what to omit, we have tried to balance the following aims across the KS3 curriculum:

- **Adoptability:** we want to ensure that materials are available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- **Diversity and representativeness:** we want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups, and explore the interconnectedness of British and wider world history.
- **Overview and coherence:** we want students to build secure and coherent narratives of the past, being mindful of the balance between overview and depth.

- **Preparation for future learning:** Oak is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' future learning.



There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Oak curriculum builds a wide range of important historical knowledge for students.

#### **4. Inclusive and ambitious**

We want Oak's history lessons to support all children. Our lessons are pitched so that all pupils can experience an early sense of success. Our enquiries are intended to build pupil knowledge gradually. Focusing each lesson sequence on a clear enquiry question provides scope for building to a substantial final piece of work if schools choose to set such extended tasks. Our worksheets are written in a style which minimises potential barriers to comprehension. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop an understanding of good historical writing.

#### **5. Pupil engagement**

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will be in a position to use this new information to answer the enquiry question. Each enquiry is designed to be an 'emergent puzzle' and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to promote some of the pupil thinking that is usually fostered through class discussion and skilful teacher questioning in a classroom setting.

#### **6. Motivation through learning**

Through careful knowledge selection and by crafting engaging narratives our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities are carefully designed so that pupils can experience a sense of success and therefore feel motivated to keep learning. The hope is that pupils feel motivated to answer the enquiry question for themselves.

#### **7. How will pupils make progress?**



Students improve at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people, they develop a rich understanding of these past places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments over time. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts such as empire, trade, tax and rebellion. These layers of knowledge, built over multiple enquiries, give students the foundation to learn new, and increasingly complex information in history, and the Oak curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single enquiries or a longer sequence.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.

## **8. Further information about sequence**

In the document above, you can find a clear sequence for our key stage 3 history curriculum. It is organised chronologically and the proposed sequence is one that could be followed by schools with a three-year KS3. However, all of the enquiries are designed to be self-contained so that schools can choose which enquiries follow in which order to best suit their own curriculums. The enquiries are organised roughly by period, but there is no need for schools to only use enquiries from one particular period for a specified year group. To support this flexibility, the lessons will not use year-specific language.

## **9. Enquiry units organised by theme**

Below you can see all of our key stage 3 history units organised by theme. This organisation can help you to structure your own curriculum, or encourage connections between different units.

### **Theme: Power and Rebellion**

- Why has Alfred been called “Alfred the Great”?
- How much did England change during the Norman Conquest?
- How powerful was the Pope?
- What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?
- Why did kings struggle to rule England?



- How big a threat was the Peasants' Revolt to the power of monarchs?
- How far did fear allow the Aztecs to control an Empire?
- Why did Henry VIII make the break with Rome?
- Why did the Civil War break out in 1642?
- How revolutionary was the Glorious Revolution?
- Did the Enlightenment fuel the American Revolution?
- Was the French Revolution enlightened?
- What did the French Revolution mean to Britons?
- Why are different stories told about Britain's journey to democracy?
- Why does it matter what we call the 1857 conflict in India?
- What did British colonialism look like in the nineteenth century?
- How were people controlled in totalitarian states?

### **Theme: Social History**

- How "dark" were the Dark Ages?
- Which sources reveal the most about medieval peasants?
- Who lived in Crusader states?
- How far did the Black Death change the medieval World?
- What can we learn about the medieval World from the book of Margery Kempe?
- Who held power in medieval towns?
- In what ways did the Reformation matter to ordinary people?
- Why was the world opening up to Elizabeth I and her people?



- In what ways was Britain turned upside down in the seventeenth century?
- Who lived in 'British' America?
- How successful were efforts to abolish slavery in the nineteenth century?
- How far did working conditions improve over the nineteenth century?
- How do we uncover the lived experience of those ruled by empire in Africa?
- What do the stories of the 'often forgotten armies' reveal about the Western Front?
- What kind of stories can be told about the sixties?

### **Theme: The Connected World**

- How "dark" were the Dark Ages?
- How did a Norman become King of England?
- How was Baghdad connected to the wider world?
- How powerful was the Pope?
- Why did Europeans join the Crusades?
- Who lived in Crusader states?
- What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?
- How did the Mongols create a world Empire?
- How far did the Black Death change the medieval world?
- What can we learn about the medieval world from the book of Margery Kempe?
- What does the life of Mansa Musa reveal about medieval Mali?
- Who held power in medieval towns?
- Why have historians described 1492 as a turning point in world history?





- Why was the world opening up to Elizabeth I and her people?
- Who lived in 'British' America?
- Did the Enlightenment fuel the American Revolution?
- How did Britons react to the French Revolution?
- Why does it matter what we call the 1857 conflict in India?
- How successful were efforts to abolish slavery in the nineteenth century?
- What did colonialism look like in the nineteenth century?
- How do we uncover the lived experience of those ruled by empire in Africa?
- Did tensions in Africa make a European war more likely?
- What do the stories of the 'often forgotten armies' reveal about the Western Front?
- Why did India achieve independence in 1947?
- Who 'decolonised' in the twentieth century?

### **Theme: War and Peace**

- Why has Alfred been called "Alfred the Great"?
- How did a Norman become King of England?
- Why did Europeans join the Crusades?
- How did the Mongols create a world empire?
- Why have historians described 1492 as a turning point in world history?
- Why did the Civil War break out in 1642
- In what ways was Britain turned upside down in the seventeenth century?
- Did the Enlightenment fuel the American Revolution?



- Why does it matter what we call the 1857 conflict in India?
- Did tensions in Africa make a European war more likely?
- How far did the assassination cause the First World War?
- What do the stories of the 'often forgotten armies' reveal about the Western Front?
- Why did the First World War end in November 1918?
- What kind of peace was made in 1919?
- Why did the League of Nations fail?
- When was the turning point during the Second World War?

### **Theme: Powerful Ideas**

- How powerful was the Pope?
- Why did Europeans join the Crusades?
- What can we learn about the medieval World from the book of Margery Kempe?
- What was Luther trying to achieve?
- Why did Henry VIII make the break with Rome?
- In what ways did the Reformation matter to ordinary people?
- Why did the Civil War break out in 1642?
- In what ways was Britain turned upside down in the seventeenth century?
- Did the Enlightenment fuel the American Revolution?
- Was the French Revolution enlightened?
- How successful were efforts to abolish slavery in the nineteenth century?
- Why are different stories told about Britain's journey to democracy?



- What kind of peace was made in 1919?
- What were the Bolsheviks trying to achieve?
- Why did fascists gain support?
- Who 'decolonised' in the twentieth century?

## **10. Enquiry units organised by time period**

Below you can see all of our key stage 3 history units organised by time period. This list can help you to structure your own curriculum, or make links between units.

### **Period 1 enquires: The Medieval World (450-1450)**

- How "dark" were the Dark Ages?
- Why has Alfred been called "Alfred the Great"?
- How did a Norman become King of England?
- How much did England change during the Norman Conquest?
- Which sources reveal the most about medieval peasants?
- How was Baghdad connected to the wider world?
- How powerful was the Pope?
- Why did Europeans join the Crusades?
- Who lived in Crusader states?
- What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?
- Why did Kings struggle to rule England?
- How did the Mongols create a world Empire?
- How far did the Black Death change the medieval World?



- How big a threat was the Peasants' Revolt to the power of monarchs?
- What can we learn about the medieval World from the book of Margery Kempe?
- What does the life of Mansa Musa reveal about medieval Mali?
- Who held power in medieval towns?

### **Period 2 enquiries: Early Modern and Age of Revolutions (1450-1900)**

- How far did fear allow the Aztecs to control an Empire?
- Why have historians described 1492 as a turning point in world history?
- What was Luther trying to achieve?
- Why did Henry VIII make the break with Rome?
- In what ways did the Reformation matter to ordinary people?
- Why was the world opening up to Elizabeth I and her people?
- Why did the Civil War break out in 1642?
- In what ways was Britain turned upside down in the seventeenth century?
- How revolutionary was the Glorious Revolution?
- Who lived in 'British' America?
- Did the Enlightenment fuel the American Revolution?
- How Enlightened was the French Revolution?
- What did the French Revolution mean to Britons?
- How successful were efforts to abolish slavery in the nineteenth century?
- Why are different stories told about Britain's journey to democracy?
- How far did working conditions improve over the nineteenth century?

### Period 3 enquiries: Modern History (1800-2000)



- Why does it matter what we call the 1857 conflict in India?
- What did British colonialism look like in the nineteenth century?
- How do we uncover the lived experience of those ruled by empire in Africa?
- Did tensions over Africa make a European war more likely?
- How far did the assassination cause the First World War?
- What do the stories of the 'often forgotten armies' reveal about the Western Front?
- Why did WWI end in November 1918?
- What were the Bolsheviks trying to achieve?
- Why did fascists gain support?
- How were people controlled in totalitarian states?
- Why did the League of Nations fail?
- When was the turning point during the Second World War?
- Holocaust enquires (work in progress)
- How did India achieve independence in 1947?
- What kind of stories can be told about the sixties?
- Who 'decolonised' in the twentieth century?