



## Year 7 scheme of learning 1066 to Cromwell

### Term 1 The Middle Ages 22 Lessons

Time	Enquiry/Overarching question	Range and content/ Theme	Teaching suggestion	Key concepts and processes/literacy/home work suggestions
2	What happened to the Mary Celeste?	Depth study	S=Picture of MC, pupils from feeder primaries to teach/recap what happened. Show clip and go through sources. Set as a test to explain what happened using the sources.	Significance, historical enquiry, interpretations Hwk – shields to be set in first lessons to have time to make Lit: Sept talk, sharing ideas with class
1	Shield Design	Warfare	Divide class into half – Saxons and Normans. Go through 1066 shield design ppt in Battle of Hastings folder. Pupils plan out design in books.	Hwk = give out shield instructions for pupils to gather materials
3	Was William the best candidate for England in 1066?	Political power	S=most famous date in History pupils can think of and why / make a list of words to describe a good king Go through who should be King? ppt, pupils write pros and cons for each candidate to provide basis for their political campaigns. Pupils produce a campaign for a particular candidate Campaign sheet, Obama speech	Evidence, chronological understanding, significance Hwk – make badges, find costumes etc for their campaign presentation
1	Did Harold make the best decisions in	Warfare	S= Ppt Who am I? To recap the main players in 1066 answer what's the question with candidates	Cause and consequence interpretation,



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	1066?		Use instructions and map	significance Lit: Dec games, starter
2	Who had the best army at the Battle of Hastings?	Warfare	S = what weapons did they have in 1066? Top Trumps for Saxon and Norman armies and who had the best leader	Significance
1	What happened at the Battle of Hastings?	Warfare	Thinking History Roleplay – with shields on the tennis courts. Take photos for postcards. Boardworks 2 Battle of Hastings ppt	Chronological understanding Hwk – present story of the battle for display (storyboard, poem, picture etc)
1	Why did William win the Battle of Hastings?	Warfare	Watch the Snobs' Battlefield Britain to annotate a mindmap of reasons (eg Saxon Army, Norman Army, events before the battle, events at the Battle)	
1	What have I learnt to prepare me for the assessment?	Warfare	<b>Source Activity 1: Battle of Hastings</b>  Using mindmap/notes pupils spend half lesson producing rough draft then swap and use peer marking grid to assess and suggest improvement.	Chronological understanding, significance Hwk - revise for assessment, further research (eg how William prepared for the battle before he left France) Lit: Jan punctuation and grammar, circle mistakes
1	<b>Year 7 Assessment 2: The Battle of Hastings</b>	<b>Warfare</b>	<b>Why did William Win the Battle of Hastings?</b>	



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1	How did William gain control of England?	Daily life, political power	Je suis le roi (Lle, Wr and Da can all speak French) Work through ppt William's problems and solutions, watch HH Normanopoly and Domesday book	Hwk Get assessment grid signed Write Name of postcard recipient and full address
1	What was life like in William's England? Was William a good king?	Daily life, political power	S= 2 reasons for hating William, 2 reasons for hating William from last lesson. Work through ppt Frank Turner video (William stole land from the peasants). Pupils write their postcards – as a Norman how they changed life in England, as a Saxon how their lives were changed by the Normans.	Hwk: explain feudal system in a letter for a time traveller / get assessment grid signed
1	What was life like in the Middle Ages?	Daily life,	S= What comparisons do you think you could make between your house and a villein's house? Put picture of cruck house up in corridor, groups of 3 – all the ones go out, then the 2s to draw picture from memory/ Make game of peasant's life, snakes and ladders for good and bad points from Aylett, play!  <b>Change and Continuity: 'The Norman conquest completely changed life for the English'. Explain how far you agree with this statement.</b>	Hwk Describe living in a villein's house
2	How was disease treated in the medieval period?	Beliefs and attitudes, daily life, local history	S = guess what links a grave stone from Eyam with a microscope picture of plague Make a cure for the Black Death and present to class, prize for best 'historical' cure. King's Lynn	Hwk: Princes in the Tower research (on recent archaeology) Lit: Feb present



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			<p>plague newspaper. HH Plague song</p> <p><b>Source Activity 2: The Black Death</b></p>	<p>information, present cure to class</p>
1	<p>What changed in the role of monarchy 1066-1500?</p>	<p>Political power Overview</p>	<p>S= HH Monarchs song top trumps living graph and timeline – cards in file</p>	<p>Chronological understanding, change and continuity, significance</p>
2	<p>King John – local History and the move to democracy</p>	<p>Political power, Local History</p>	<p>Bad King John? S= HH King John then work through JSH – decision making exercise ppt and Magna Carta ppt King John's treasure – show clip and work through ppt making notes on worksheet</p>	<p>Change and continuity, significance</p>
1	<p>Was Richard III an evil murderer? What was the state of the monarchy on the eve of the Tudors?</p>	<p>Political power</p>	<p>S=pictures of princes / box of things from the crime scene to suggest what happened Murder mystery of princes in the tower, use sources to reach a conclusion. Structured paragraph response with levels. What harm did his actions do to the reputation of the monarchy? HH Richard III – do you agree with this interpretation?</p>	<p>Significance, interpretations Using sources Lit: March writing purpose, persuade people to believe Richard was/not a murderer</p>
<b>Term 2 The Tudors 20 lessons</b>				
2	<p>What can the Mary Rose tell us about</p>	<p>Daily life, warfare</p>	<p>S=pupils study modern picture of MR Pupils set 5 enquiry questions and use clips and</p>	<p>Historical enquiry, significance,</p>



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	Tudor society?		resources to find answers. Or, use sources around room to find basic facts. Present information on A3 / as museum  <b>Source Activity 3: The Mary Rose</b>	interpretations Hwk - Research and present findings creatively Lit: March writing for a purpose, making fact file/museum of information
1	Why did Henry have six wives?	Political power	S=HH6wives In groups pupils produce a graffiti page for each wife and present to the class Which wife lasted the longest Thinking History to sum up.	Chronological understanding, cause and consequence Hwk – write up their wife
1	Why were people annoyed with the Church?	Political power, beliefs and attitudes	S= quiz on queens Why were the people annoyed – sheet showing what priests had done wrong, rank in order Henry divorce storyboard Suggest alternatives	Cultural, ethnic and religious diversity, cause and consequence, significance Hwk – subject spelling test (Lit: April, subject spellings)
2	How were people affected by the Dissolution of the Monasteries?	Beliefs and attitudes, political power, warfare	S=Gregorian Chants Angels and ppt to create atmosphere. Why were monks important? Role play – each pupil has a character. Film the role play. Or characters around room and collate.	Cultural, ethnic and religious diversity, change and continuity, cause and consequence, significance Hwk - Learn scripts for filming/ research local effects of dissolution



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1	How did people react to the dissolution?	Beliefs and attitudes, daily life, protest	S = hangman 'pilgrimage', what are they and why do people do them Produce a storyboard of the Pilgrimage of Grace – clip <a href="http://www.bbc.co.uk/learningzone/clips/the-pilgrimage-of-grace/166.html">http://www.bbc.co.uk/learningzone/clips/the-pilgrimage-of-grace/166.html</a>	Cultural, ethnic and religious diversity, change and continuity, cause and consequence, significance Hwk – preparation for next lesson; Research 5 examples of Henry VIII – a good or bad King
1	Does Henry VIII deserve the title Henry the Great?	Political power	<b>Significance: Explain how Henry VIII is significant in the history of England.</b>  S = refer to list of words for what makes a good king. Highlight which Henry does – Has Henry got the X Factor in kingship? M= in groups pupils present their case as judges on the X Factor using their own research, The Mary Rose, 6 wives, the Dissolution and the Pilgrimage of Grace	Hwk Lit – extended writing. Write a conclusion with your final decision, include plenty of evidence in support
2	Does Mary I deserve to be remembered as Bloody Queen Mary?	Beliefs and attitudes	S = Latimer and Ridley picture, what's happening and why. Divide into two halves, Mary I sheets and historians for extra evidence or prepare for mock trial  <b>Significance: 'Mary I rightly deserves to be remembered as Bloody Mary'. Explain how far you agree with this statement.</b>	Cultural, ethnic and religious diversity, significance, interpretations Hwk – memorial for Mary I



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1	What problems did Elizabeth I face?	Political power	S = rules for a good queen Problems quiz ppt	Significance Lit: June talk, discussing decisions as a pair/class
1	Why did Queen Elizabeth need to get married?	Political Power	S = what kind of man would make a good husband for a ruling queen? Blind date ppt and music or create Top Trumps for marriage candidates, clip from Golden Age explaining why she didn't get married	Hwk – bring in pictures for cards Lit: June talk, discussing scores for potential husbands
1	Why was image important to Elizabeth?	Political power	S = analysis of modern images e.g. Harry Potter film posters / how old is she in the Rainbow Portrait? Label Rainbow Portrait and what it means, show clip 'Elizabeth without makeup' write advice using Changing Minds pages 56-61.  <b>Source Activity 4: Elizabeth I</b>	Hwk – make their own image for Elizabeth
1	Who murdered Darnley?	Political power	S = family tree, what is Mary QofS claim to the throne? Make case for who murdered him from sources. Use to write structured responses.	Interpretations Lit: June talk, discuss sources and reliability of information
1	What should be done with Mary Queen of Scots?	Political power	S = why was Mary a threat (true/false) Make case for her execution from sheets. Mock trial to act out. Film analysis of execution scenes, which is the most accurate?	Significance, interpretations Lit: July games, true/false game correct false statements

### Year 7 Assessment 3: Spanish Armada Project



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1	<b>Why was the Armada sent by King Philip of Spain?</b>	Warfare	<p>S= 5 mins 5 reasons: what reasons would a country have to send out war ships? (achievement points given) Use Clips and cartoons. Pupils write up reasons in essay or Use Triangle activity Elizabeth's role &amp; Philips role ranking them in order of importance</p> <p>Plenary: write a conversation/argument between Elizabeth &amp; Philip can be done by text/facebook/rap/play in pairs</p>	<p>Cause &amp; Consequence Historical Enquiry Communicating about the past Significance of an event Lit:Punctuation and Grammar Create a front cover for project</p>
1	<b>What happened to the Armada?</b>		<p>S= Begin with a picture or quote (hypothesise) Use clips on system and annotate map to plot the course</p>	<p>Close reading</p>
1	<b>Why did the Spanish Armada fail?</b>		<p>S= Looking at evidence from previous lesson what reasons can you find for the Armada failing? (pair work and use of small white boards) Use clips and role play from sources. Create a spider diagram of reasons : the weather, the ships, English tactics, Spanish mistakes</p>	<p>Find record and present information</p>
1	<b>Why is the Spanish Armada important in History?</b>		<p>Spider diagram.</p> <p>Begin writing up assessment.</p>	





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### Term 3 The Stuarts 14 lessons

2	Why is the 5th of November so important?	Beliefs and attitudes	<p>S= set up mystery for pupils to guess focus. Begin with the hanging picture and discuss. Secondly, the signature and thirdly the houses of Parliament Use Richard Hammond clips on the system to create a poster/leaflet/Jeremy Kyle OR Compare with July bombings, ask pupils to predict what would have happened, use reconstructions, torture and execution pictures. Pupils present what could have happened Nick Knowles Gunpowder plot (27 mins)</p> <p><b>Source Assessment 5: The Gunpowder Plot</b></p>	Writing purpose and audience
1	The Gunpowder Plot – Government conspiracy or terrorist plot		Pupils divide into groups, complete card sort and using previous knowledge reach a conclusion	Write up decision
1	<p>Why did Civil War break out? Who was responsible?</p> <p>ALL RESOURCES ARE IN</p>	Political Power	<p>1)S= Discuss with pupils a) What Civil War means b) that they are going to investigate reasons why England had a Civil war M= a) Pupils to use the Kings Choices game, recording their decisions b) Write an angry letter explaining why the</p>	<p>Cause &amp; Consequence</p> <p>Research at home: Which side did Kings Lynn</p>



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	CROM/CIVIL WAR FOLDERS RESOURCES ARE NUMBERED FOR EACH LESSON		country has turned against the King (using evidence from the game) HH Ears cut off P: Discuss : Do you believe a country has a right to have a say in how it is run? Why did the king believe differently? HH Civil War News report for narrative	support in the war and information on the war Key words
1	What was fighting like in the Civil War		S=The two sides – HECW song Watch Cromwell Edgehill and Naseby cavalry charge, pupils produce a weapons guide to cannons, pikes, muskets and cavalry. HH Civil War News report for narrative	
2	Civil war Kings Lynn		3)S= cannon ball hanging in King's Lynn building picture – why is it there? Maps , Sheets & Booklets answer questions	Find & Record information Design a monument for King's Lynn in the Civil War – it should have one!!
1	Why was Charles		2)S: Previous Knowledge: click on the slide once	Close reading



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	Defeated?		(animation set up should do the rest) the question will appear and disappear, the pupils will have approx 20 seconds to read & write the answers (in pairs/small group can use white boards). Then add up their scores. M: Why was Charles defeated Group work then Answer individually: Why was Charles defeated? P: In their group, read the following account of the Civil War and see how many inaccuracies you can find underline them and correct them.	communication
1	Execution of Charles Unintended Outcome of civil War Or Guilty Sheets		4)S: What is happening in the picture? MainGraph work  <b>Source Activity 6: The Trial of Charles I</b>  At what point did they decide to execute Charles?/Should Charles be executed ppt/worksheet HH The execution of Charles I Plenary: What have you learnt from this?	How did life in England change under Oliver Cromwell?
1	How much did England change as a result of the Civil war  Cromwell appears Laws		5)Create a poster/leaflet/radio broadcast on how England has changed/or did change  Orange Aylett books HHPuritans and HH Cromwell bans fun  Would the country be pleased when the monarchy was restored? HH Charles II, the King of	Change and continuity Writing purpose & audience  Find and record



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			Bling	
1	What happened in Drogheda in 1649?		6)S= Freeze Frame M= Looking at sources to answer the question independently. P= What happened in Drogheda in 1649  Clip	Close reading
1	Interpretations of Cromwell through time (Head Lesson or sources)		7)S: Spot the difference in the coins – what do you think has changed? M: 1) Explain Changes, 2) fill in paragraph 3) annotate sources (print out on slide below) 4) Discuss question and why people have different interpretations M: Hero or villain - print out sources & chart Pupils to analyse sources looking at reliability and using quotes to back up their prediction M: Write a speech including the evidence collected and reliability	Revise for Cromwell assessment
1		Revision and consolidation preparation for assessment	<b>Change and Continuity: 'Oliver Cromwell's England was a completely different society from England under the Stuarts'. Explain how far you agree with this statement.</b>  Mindmap on actions in Ireland, how Cromwell changed England, Extra evidence (include your own research). P: Peer assessed (7) (see slide)	



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1	Year 7 Assessment 4: Oliver Cromwell (source paper)		<p>Study all the sources.</p> <p>'Oliver Cromwell was a good man.'</p> <p>How far do you agree with this interpretation? Use your knowledge of Oliver Cromwell and the sources to explain your answer.</p>	
	Extra 7 lessons – could be natives of North America, local History project?		<p><b>Change and Continuity: 'England did not change significantly between 1066 and 1658.'</b> Explain how far you agree with this statement.</p>	



## Year 8 scheme of learning Industrial Revolution to 20<sup>th</sup> Century

Time	Enquiry/Overarching question	Range and content/ Theme	Teaching suggestion	Key concepts and processes/literacy/homework suggestions
1	What changes happened 1750-1900? Village through time	Change & Continuity	S= either sketch or write – what changes have you seen in your life time? What changes have your parents seen? Grandparents?  Pupils to examine 4 pictures to show the changes and impact of industrial revolution on town and city.  Questions on ppt for differentiation what to look for	What time period would you have preferred to have lived in? Or Create an advert for chosen period  Lit: Punctuation and Grammar rules/ writing-purpose and audience
1	Olympics intro			
1	Marriage ala mode		Introduce main characters in the story. Pupils to develop own story in small groups and present to class. Teacher then reveals Hogarth's Story.	
	Gin lane	Interpretation	S= study various (your choice) of paintings to explain what each artist is saying: Use the Rainbow portrait from previous learning  Pupils annotate Gin Lane and Beer street sources (pptx to find objects in sources) Pupils to make	Create 'modern day' gin lane picture



## Year 8 scheme of learning Industrial Revolution to 20<sup>th</sup> Century

			up slogan to warn people of the danger	
1	London slums Pg 36 freeze frame		<p>S= Adverts = Coke McD – what are they selling (create a quick reveal or pptx with only sections showing. Do adverts tell the truth about their product? What would happen if they did</p> <p>Create a newspaper advert selling/ renting out a property. Must tell the truth on conditions. Minds &amp; Machines/ gain information from source work.</p>	
2	Britain factory game		<p>S= Moving loom activity: requires 6 pupils to create a loom, 1 small pupil (who will crawl into the loom) and a rolled up ball of paper Aim: to show the dangers of work and child labour</p> <p>Read Tom's Story Make game on Factory Conditions</p> <p>Snakes and ladders outline Oliver Twist Clip: factory conditions. Source Analysis AMA</p>	



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			<b>Source Activity 1: Factory Conditions</b>	
1	Britain coal mining	Reading	S= freeze frame  Coal Mining story Age of expansion Coal mining sheets or LLE has sources to put around room Little bit bizarre but helpful: <a href="https://www.youtube.com/watch?v=A7cd20IIDMs">https://www.youtube.com/watch?v=A7cd20IIDMs</a>	Subject Spellings
1	Africa slavery		S= Anagrams Slavery triangle and Amistad Anti-slavery campaign (group or individual) Amistad clip Age of Expansion Life on plantations ; <a href="http://www.bbc.co.uk/learningzone/clips/how-slaves-coped-with-life-on-a-plantation/9772.html">http://www.bbc.co.uk/learningzone/clips/how-slaves-coped-with-life-on-a-plantation/9772.html</a>	
1	Slavery Thomas		S= Stamps: why would you put a person's face	





## Year 8 scheme of learning Industrial Revolution to 20<sup>th</sup> Century

	Clarkson		on a stamp? How do you decide what value they are worth?  'Thomas Clarkson Questions on Clarkson's role in abolition How long do each spend in the trailer? Write a new film tag line  Thomas Clarkson booklets Amazing Grace Trailer  Kunta Kinte clip- impact on Africans generally AMA  <b>Source Activity 2: The Slave Trade</b>	
1	Why was slavery abolished?		Book thing to be put in (source work)  Pupils to create own headings for book sorting the sources into factors i.e Women, Economic, people	
<b>Year 8 Assessment 1: British Empire Project</b>				
1	Empire intro		S= A-Z of countries Draw benefits and drawbacks table to be filled in Definition of Empire and rank reasons for Empire	Subject Spellings



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			Cloze exercise Resources British Empire countries Empire intro ppt Age of Expansion	
1	Why did Britain want an Empire?		Expansion, Trade and Industry p. 57-58	
1	Trade in the empire		Pictures of Queen Victoria's Jubilee and discussion questions Play trading game for Queen Victoria's Jubilee Fill in maps for resources	Queen Victoria's Jubilee story Queen Victoria's Jubilee (PPT) Jubilee resource list Jubilee shopping list Countries
1	Trade – The Great Exhibition		Empire adverts Group presentations on Great Exhibition products Exhibitions of peoples	Great Exhibition (PPT) Group work stuff – paper, pens etc
1	India – The East India Company		East India Company game Punch cartoons Graph of EIC's fortunes	East India Company game
1	India – The British Raj		True/False on the EIC Notes on interpretations of the Raj Diary entry for a British person Protest against British rule in India	British Raj (PPT)
1	Conclusion attitudes to empire		S= White man's burden Cartoon Sources p. 32 &33 Age of Expansion 'White man's burden' poem	
1	Individuals to		S= pupils to have pictures of good & evil people	Find record and present



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appear in an exhibit		they decide categories & headings for exhibition	information
		Pick which individuals would appear in a museum exhibition of heroes/villains during the Empire	
		Cards on individuals/situations	

### Term 2: Warfare

1	How did Warfare change in the 20th Century	Chronological understanding	<p>S= use of white boards: Draw 3 sketches on changes in warfare they think they will see from 1066 – 2013 (drawing on previous learning)</p> <p>Begin with an overview of war studied so far: Hastings, civil war ,Zulu using clips</p> <p>Create brain storm on changes Warfare overview of changes and developments in British, European and World History over a 100 year time span.</p>	
1	Why was there an arms race between Britain and Germany		<p>Anglo-German Arms Race ppt (mobile phone starter)</p> <p>Anglo German Arms Race pdf (sheets in filing cabinet)</p>	
1	Why did men rush to join up	Historical enquiry Cause	S=group work: why would people join the army 5 reasons. Place in order of importance	Research and create own propaganda poster



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		Diversity	Use Wilf's war and Propaganda posters to provide answer  <b>Source Activity 3: Origins of the First World War</b>	Literacy: Writing purpose & audience
1	How was World War 1 Fought?		Trenches S = Introduce World War I with All quiet on the Western Front clip	
3	How was World War I fought?		Use ppts, Jh's bayonet and shrapnel poetry, The Raid story and research conditions and weapons in the trenches – tanks, machine guns, gas, trench foot, rats and mud .	
1	Blitzkrieg: How Hitler overcome the problems of WW1?		Using Ingram/Clare p.54 and blitzkrieg battle video pupils understand technique	
1	Stalingrad: turning point in the war		PPT Operation Barbarossa for scorched earth policy Pictures of Eastern Front Stalingrad enemy at the gate clip and tank clip to explain	
1	Why and how did the Japanese wake 'a sleeping Giant'?	Communicating about the past	Research attacks using war in the Far East books and film. Produce a newspaper report on Pearl Harbour	
1	How did new technology enable the allies to land in		S= Present pupils with the problems of invading France. Ask them to come up with solutions.	Research: Den Brotheridge And



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	Europe?		Use Weapons of war and saving Private Ryan clips to discover Allied Solutions  Complete a table in back of books to summarise changing nature of warfare so far	John Steele "what was their D-Day story?"
1	Why were the Japanese so hard to defeat?  Kamikaze pilots		S= watch film on Divine wind - what does Kamikaze mean?  Investigate the nature of warfare and Japanese attitudes in War in the Far East books Kamikaze pilots Ppt and clip	Write an obituary for a Kamikaze pilot include: Honour, Devotion, Divine Wind
1	How did Changing technology end the war in the far East? Nagasaki & Hiroshima		Use Clare and Hiroshima clip to list consequences. Thinking History page 105 Some of <a href="http://www.bbc.co.uk/learningzone/clips/the-atomic-bomb/13935.html">http://www.bbc.co.uk/learningzone/clips/the-atomic-bomb/13935.html</a> - especially Oppenheimer's words at the end Discuss reasons for dropping the bomb  Use sources to divide the room (in groups) for or against and debate must use facts to back up their argument from sources. Discuss reasons for dropping the bomb	



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1	Threat of Nuclear war (Duck & Cover)		<p>Starter ppt. What links these items together? Protect and survive clips Threads and When the Wind Blows to illustrate time period</p> <p><b>Source Activity 4: The Cold War</b></p>	
1	Nuclear bomb on King's Lynn		<p>Information on RADs, fallout &amp; fire on pptx. Pupils to complete information on maps for damage.</p>	
1	Twin Towers / Assessment prep.			
1	<b>Year 8 Assessment 2: Warfare</b>		<b>How and why has warfare changed in the 20<sup>th</sup> and 21<sup>st</sup> Centuries?</b>	

### Term 3: The most important individuals of the 20<sup>th</sup> Century

2	How did <b>Gregori Rasputin</b> contribute to the Russian Revolution?	<p>Impact of events on past European society</p> <p><i>Political Power</i></p>	<p>Draw Rasputin from description. Listen to song and list reasons why he was so unpopular Create profile of his life and death Read Yusopov's account</p> <p><i>How did Rasputin survive?</i> Brainstorm reasons for survival. Watch film version of death Read letter to Tsarina</p>	<p>Enquiry Using evidence</p> <p>Significance</p>
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			Link to Russian Revolution and end of Romanovs. Link to Communism and cold war/Britain in 19 <sup>th</sup> century  <b>Source Activity 5: Rasputin</b>	
1	The most important man in the 20 <sup>th</sup> century?  <b>Gavrilo Princip</b> <b>Franz Ferdinand</b>	Impact of political events on past world societies	Show photo of Gavrilo Princip and Franz Ferdinand. All for you Sophie ppt. Read story. Make lit fuse diagram to start of WWI Ingram pages 8-9	Significance
3	<b>Al Capone</b> 's impact on USA society		HW – Research 1920s slang Use USA pictures to understand society in 20s and 30s USA. Show clips and research Capone's actions to produce newsreel – filmed	
2	Was <b>Neville Chamberlain</b> right to appease Hitler?	Impact of political events on past world societies	Decision making ppt  <b>Source Activity 6: Appeasement</b>	Significance
2	The Holocaust		Pair work to decide category (rescuer, victim etc). Pupils read story and feedback in 5 sentences.	



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1	How close did the world come to WW3?  <b>John F. Kennedy</b> <b>Nikita Khrushchev</b>		S= Examine picture sources of the cold war. Who were the main parties involved? What are they telling us about America/USSR?  Use balls to illustrate significance of moving weapons closer to USA  Decision making activity as JFK.  Ppt for maps and decision making.  Thirteen days clip to see outcome  <i>Louise has sources/documents lesson: pupils to establish from letters why missiles were placed in Cuba, and were the USSR justified.</i>	Cause and consequence significance
1				





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	<b>Year 8 Assessment 3: The Cuba Missile Crisis (source paper)</b>		<b>Study all the sources. 'The USSR was to blame for the Cuba Missile Crisis.'</b> <b>How far do you agree with this interpretation?</b> <b>Use your knowledge of the Cuba Missile Crisis and the sources to explain your answer</b>	
2	What should the C20th century be remembered for?		Use ppt and Billy Joel research (graffiti) and present	
2	What have you learned at key stage 3 or museum	Thematic study of past events	Pupils are given a different strand, pictures and prompts to tell the story of political power, daily life and warfare to consolidate learning. in the future will be able to use work from the end of years 7 and 8 to consolidate this into Museum. (create time)	Chronological understanding
2	Impact ICT lesson		Find an individual and create an information file on the impact they have had and why they chose them  Pupils to place in order of importance the whole class work	



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