



Year	Autumn Term	Spring Term	Summer Term
	Key Stage 3		
7	<p style="text-align: center;">We are Timelords!</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Cause and Effect • Perspectives <p style="text-align: center;">Cross Curricular Links: English Greek Myths, Science Big Bang, Learning outdoors</p> <p>Homework Project: Dinosaur project – design a dinosaur, you are a palaeontologist who has made a discovery of a new dinosaur, create a fact file.</p> <p><i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • What is history? • What is a timeline and how does it work? • Big Bang, Dinosaurs, Stone Age are prehistory which means a time before written records • Understanding the order of key historical events – e.g. dinosaurs were extinct millions of years before humans evolved 	<p style="text-align: center;">To the Stone Age... ...and Beyond!</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Significance • Cause and Effect • Perspectives • Empathy and Contestability <p style="text-align: center;">Cross Curricular Links: English storytelling to mark making to written word, Science,</p> <p>Homework Project: Build a bronze age settlement</p> <p><i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • The three Stone Age eras • The historical significance of Kents Caverns • Life in the three stone age eras • Discovery of bronze ended the Stone Age. • What was life like in the Iron Age? • When was the Roman Empire period? How did it start? • The Romans built an empire. What is an empire? 	<p style="text-align: center;">It's all Greek to me!</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Significance • Perspectives • Empathy and Contestability <p style="text-align: center;">Cross Curricular Links: English Greek Myths, Science, RE, JIGSAW</p> <p>Homework project:</p> <p><i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • When was the Ancient Greek era? • Who were the Ancient Greeks? • Greek gods • Slavery in Ancient Greece • The Ancient Greek Olympics – who what when why? How do they compare to the Modern Olympic Games? • Impact on our modern lives – language (our alphabet, dinosaur names), democracy, medicine, maths, science, art and literature • Significant individuals – Alexander the Great, Hippocrates, Aristotle, Archimedes

<ul style="list-style-type: none"> • <i>Introducing the key periods of history they will learn about in KS3, Prehistory, Stone and Bronze Ages, Romans, Greeks, Tudors, Elizabethans, The Industrial Revolution, The war years and the order they occurred in.</i> • <i>Significant individuals – Mary Anning</i> <p><i>Key vocabulary:</i> <i>chronology, chronological, duration, sequence, timescale, timeline, impact, evolution, palaeontologist, palaeontology, archaeology, archaeologist, Mary Anning, explorer, artefact, sources, primary source, primary evidence, secondary source, secondary evidence, oral history, change, continuity, events, significant, significance, cause, consequence, trends, interpretation, ancient, earliest, prehistoric, prehistory, century, millennium, AD, BC CE, BCE, era</i></p> <p><i>Disciplinary knowledge</i></p> <ul style="list-style-type: none"> • <i>Understanding chronology</i> • <i>Significance – How have fossil and geological discoveries informed our knowledge of the history, age and creation/formation of our planet? The significance of human development and rate of change. How have the events of prehistory affected our lives today – dinosaurs became fossils which became coal and oil.</i> • <i>Sources of information what are primary and secondary sources and how do they differ, why are they useful. Why do secondary sources sometimes disagree?</i> 	<ul style="list-style-type: none"> • <i>Slavery was commonplace.</i> • <i>The Romans made significant changes to Britain and engineering and that would not be seen again until the beginning of the 1700s.</i> • <i>Significant individuals – Julius Caesar, Boudicca</i> <p><i>Key vocabulary:</i> <i>chronology, stone age, Neolithic, Palaeolithic, Mesolithic, hunter-gatherer, bronze age, iron age, invasion, empire, civilisation, slavery, slaves, aqueduct, hypocaust, Latin, homo sapiens, neanderthal, civilisation, citizen, freedman, emperor,</i></p> <p><i>Disciplinary knowledge</i></p> <ul style="list-style-type: none"> • <i>Evidence, sources, significance – examining primary sources such as cave paintings, bronze age settlements, roman engineering, mosaics etc.</i> • <i>Sources, primary and secondary sources books, artefacts how do they help us? What are their limitations?</i> • <i>Perspective, empathy, contestability – Life in Roman Britain – how would the view of the invasion differ between the roman soldiers, the emperor and the Britons?</i> • <i>Continuity and change – how has life changed since the stone age? why did people become less nomadic and begin to form settlements? How did the Romans change life in Britain? What changes are still influencing life today?</i> 	<p><i>Key vocabulary:</i> <i>chronology, parliament, democracy, Greeks, Grecian, slave, slavery, Hippocrates, Aristotle, Archimedes, Zeus, Hades, Heracles, myth, Perseus, Medusa, Troy, Helen of Troy, Trojan Horse, Acropolis, Parthenon, demigod, city state, tunic, temple, column, labyrinth, Olympics</i></p> <p><i>Disciplinary knowledge:</i></p> <ul style="list-style-type: none"> • <i>Evidence and sources, Greek vases, art, architecture, what do they tell us about life in Ancient Greece?</i> • <i>Continuity and change – the legacy of Ancient Greece, how have medicine, democracy and the Olympics changed over the years, why? How does life in Ancient Greece compare with life today? Why have some things remained while others have not continued?</i> • <i>Perspective, empathy and contestability – slavery, ancient Greek democracy how democratic was it? What was life like for Greek women? Slaves? Prisoners?</i> • <i>Significance – what are the most significant achievements of the Ancient Greek civilisation and how do they impact the modern world?</i>
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	<ul style="list-style-type: none"> • <i>Evidence – dinosaurs when first discovered they were built very differently from how they are believed to look now with a greater understanding of muscles etc. Analysing fossils, rock layers, continental drift,</i> • <i>Contestability – Why do experts still have different opinions of what dinosaurs looked like, how they lived, were they good parents, the end of the dinosaurs? People initially denied the existence of dinosaurs because in the 18th and early 19th century Britain was a very religious country and people</i> • <i>Continuity and change – ‘the earth is flat’ changing understanding of our planet</i> • <i>Cause and effect – survival of the fittest, what if the dinosaurs had not become extinct?</i> 		
8	<p>Henry VIII – was he more than just a lover of wedding cake?</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Significance • Cause and Effect • Perspectives • Empathy and Contestability <p>Cross Curricular Links: English Morality and righteousness, JIGSAW, RE, Homework Project: The wives of Henry VIII – produce a fact file for each wife. <i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • <i>Who was Henry VIII?</i> • <i>The Tudor family tree from Henry VII to Elizabeth I, Edward VI, Mary I</i> 	<p>Elizabeth I and Plymouth – The Queen and the preacher’s son</p> <ul style="list-style-type: none"> • Evidence • Sources • Significance • Cause and Effect • Perspectives • Empathy and Contestability <p>Link to English Key theme Morality and righteousness. William Shakespeare, JIGSAW Homework project: Build a model of Drake’s ship The Golden Hind <i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • <i>The line of succession, how did Elizabeth I – 3rd in line to the throne become queen?</i> • <i>What is the Elizabethan religious settlement? What did it mean? Finding the</i> 	<p>Sir Walter Raleigh and the first American colony</p> <ul style="list-style-type: none"> • Evidence • Sources • Significance • Cause and Effect • Perspectives • Empathy and Contestability <p>Homework project: You are an early settler at Roanoke, write a letter home explaining what life is like, or keep a diary of your early experiences on the settlement. <i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • <i>Who were the Tudor explorers? Drake, Hawkins Raleigh</i> • <i>Exploration and Plymouth how they are connected.</i>

- Henry's six wives, who were they, their background, what happened to them, who provided him with and heir?
- Henry's early life, did his childhood experiences (mother dying when he was young) influence the man he became?
- Why did Henry create his own religion and break away from the Catholic faith?
- How the Reformation happened and what happened to those who disagreed.
- Significant individuals – Henry VIII, Catherine of Aragon

Key vocabulary:

Tudors, monarch, monarchy, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, Catholic, Pope, Reformation, Church of England, succession, protestant, annulment, illegitimate, dissolution of the monastery,

Disciplinary knowledge

- Evidence – primary and secondary sources what do they tell us
- Continuity and change – the line of succession changes to the national religion, how have the line of succession rules changed since Henry VIII?
- Significance – what did the reformation mean to Britain? What changed? How did lives change? How does the reformation influence the church in Britain today?
- Perspective, empathy and contestability – looking at the situation from Henry's

middle ground between Protestantism and Catholicism.

- How did Elizabeth I's relationship with Spain change during her reign?
- Elizabeth I and Plymouth – Drake, The Armada, Privateers, Transatlantic slave trade, the beginning of the British Empire
- What is an empire? (Y7 recap)
- How did the preacher's son become one of Elizabeth I's favourite statesmen?
- Elizabeth and Shakespeare
- Significant individuals – Drake, Hawkins, Elizabeth I

Key vocabulary:

Tudors, Elizabethan, monarch, monarchy, Catherine of Aragon – Mary I, Anne Boleyn, Jane Seymour – Edward VI, Catherine Parr, Catholicism, Elizabethan Religious Settlement, Protestantism, Armada, Philip II of Spain, Sir Francis Drake, John Hawkins, slavery, Privateer, Transatlantic Slave Trade, British Empire, trade.

Disciplinary knowledge

- Continuity and change – significant changes during the Elizabethan era?
- Sources – Primary and secondary sources how accurate are/were they how can we research and triangulate
- Significance – How did yet another religious upheaval affect the lives of those living in Elizabethan England and the world? How are those effects felt today?

- Why did Elizabeth I want a colony in north America? – treasure, disruption to the Spanish.
- Establishing the colony – forerunners, Philip Amadas and Arthur Barlowe sent as scouts to find a suitable site, Richard Grenville's expedition of 5 ships
- Roanoke timeline from first scout to the lost colony
- The lost colony – what happened to the settlers at Roanoke?

Key vocabulary:

colony, charter, colonists, settlers, indigenous, Roanoke, Sir Walter Raleigh, expedition, tobacco, potatoes, tribesmen, New World, galleon, privateer, empire, explorer, exploration, community, fleet

Disciplinary knowledge

- Sources examining primary and secondary sources to try to solve the mystery of Roanoke
- Significance – how did the early British settlers impact life on Roanoke, how are they still affecting life? What impact did setting up a new settlement across the Atlantic have on the Elizabethan world? What was added to the lives of the people involved, what was sacrificed?
- Perspective – how would the views of the colonists and tribespeople differ?
- Cause and effect – the initial reason for the colonisation and what happened as a result both positive and negative.

	<i>perspective, the Catholic Church's perspective and his wives' perspective.</i>	<ul style="list-style-type: none"> • <i>Perspective – Privateering – pirate or privateer it's all a matter of whose side you were on, Spanish Armada</i> 	<ul style="list-style-type: none"> • <i>Significant individuals – Sir Walter Raleigh</i>
Year	Autumn Term	Spring Term	Summer Term
9	<p align="center">Plymouth at War</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Significance • Cause and Effect • Perspectives • Empathy and Contestability <p align="center">Homework Project Animals and The First World War – War Horse English Link, write a newspaper article detailing the role of animals on the battlefields.</p> <p><i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • <i>The three towns (Plymouth, Devonport, Stonehouse)</i> • <i>Plymouth and the Great War</i> • <i>Plymouth and World War II</i> <ul style="list-style-type: none"> • <i>Why was Plymouth so important?</i> • <i>Why was Plymouth such a big target during the Blitz?</i> • <i>How Plymouth was razed to the ground</i> • <i>Torcross and DDay what's the connection?</i> • <i>Significant individuals – Neville Chamberlain, Winston Churchill</i> <p><i>Key vocabulary:</i></p>	<p align="center">Slavery</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Significance • Cause and Effect • Perspectives • Empathy and Contestability • <p align="center">Homework Project: Write a diary entry of a typical day in the life of a slave ship – you can write from the perspective of the enslaved people of those transporting them.</p> <p><i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • <i>What does it mean to be a slave?</i> • <i>What is freedom?</i> • <i>Who had slaves? Why? (Romans, Ancient Greeks, African Plantation owners, Trans Atlantic Slave traders)</i> • <i>The moving moral compass of Elizabeth I</i> • <i>The Abolition of Slavery 1807 (Act of Emancipation 1833)</i> • <i>Modern slavery</i> • <i>Significant individuals – Solomon Northup (12 years a slave), Thomas Clarkson (Abolition campaigner)</i> <p><i>Key vocabulary:</i></p>	<p align="center">The Industrial Revolution</p> <ul style="list-style-type: none"> • Evidence • Sources • Continuity and Change • Significance • Cause and Effect • Perspectives • Empathy and Contestability <p align="center">Homework Project: Build a steam engine/ steam locomotive/spinning jenny</p> <p><i>Substantive knowledge:</i></p> <ul style="list-style-type: none"> • <i>What was the Industrial Revolution?</i> • <i>Why was Britain the perfect incubator for the Industrial Revolution?</i> • <i>The impact The Industrial Revolution had on Britain's standing in the wider world</i> • <i>Significant individuals – James Watt, Richard Arkwright, Michael Faraday, Isambard Kingdom Brunel</i> <p><i>Key vocabulary:</i> <i>revolution, industry, industrial revolution, urbanisation, natural resources, rural, urban, steam locomotive, steam engine, spinning jenny, British Empire, manufacturing, factory, wealth, canals, coal,</i></p> <p><i>Disciplinary knowledge</i></p>

	<p><i>conflict, war, armistice, The Great War, Second World War, DDay, Normandy, Allies (Allied Forces), Nazi Party, Luftwaffe, The Blitz, Neville Chamberlain, Winston Churchill, declaration, , Axis,</i></p> <p><i>Disciplinary knowledge:</i></p> <ul style="list-style-type: none"> <i>Continuity and change – why and how has Plymouth changed since the war? What has stayed the same? How have people’s lives changed?</i> <i>Significance – how did the Second World War affect the lives of people in Plymouth and the wider world? How did the role of women change? Why were Torcross and Slapton Sands important in the planning of the Normandy landings?</i> <i>Empathy – what was life like as a child during the Second World War? Evacuation – primary sources letters between parents and children.</i> <i>Contestability – propaganda vs factual reporting.</i> 	<p><i>freedom, slave, slavery, Transatlantic Slave Trade, forced migration, middle passage, abolition, (emancipation), colonies, plantation, Caribbean, slave labour, indigenous, privateers, Africa, South America, Central America, North America, Portugues Traders, Christopher Columbus, Elizabeth I, Elizabethan, modern slavery, human trafficking, forced labour.</i></p> <p><i>Disciplinary knowledge:</i></p> <ul style="list-style-type: none"> <i>Significance – how did the Transatlantic Slave Trade change lives, economies, environments and cultures? What influence/impact does it have today?</i> <i>Cause and effect – why did it begin? What were the benefits to the slavers? What were the consequences long and short term?</i> <i>Perspective – looking at events through the views of the enslaved, the slave masters and those working to end slavery.</i> <i>Empathy and contestability – using diaries and letters written to try to understand how the enslaved people felt and viewed their lives.</i> <i>Sources – interpreting the information from different sources, why would different people view events differently?</i> 	<ul style="list-style-type: none"> <i>Significance – how did the industrial revolution impact the lives of those living at the time? How did it affect the farming communities? What was the effect of urbanisation? What are the long term effects?</i> <i>Cause and effect – the how and why of Industrialisation, how did it all begin? Why was Britain so successful?</i> <i>Continuity and change – changes in transport networks and how this affected trade, communities, the impact of the steam engine, how were people’s lives changed? The changes in working conditions before and after the factories act. The role of women and children.</i> <i>Sources – interpreting documents written at the time such as the factories act, log sheets of factory owners caught in breech of the factories act, letters, drawings and reports. Exploring how secondary sources report on the primary sources.</i>
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