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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | **The Battle of Hastings & Norman Conquest**  Students are introduced to medieval Britain by gaining an insight into Saxon life, what it meant for people and how it compared to elsewhere in Europe such as Rome. The claimants to the throne are introduced and students assess who **they** think should be king. The events of the **Battle of Hastings** are then explored including why **William** won and **Harold** lost. Students look at Williams’s **problems** and his **solutions** by exploring the **Feudal system**, the **Domesday Book** and a study of **Castles**. | | **Why was there so much religious change in the sixteenth century?**  Students are introduced to the religious changes that occurred in the sixteenth century. Students are introduced to conflicts between Catholics and Protestants. They are introduced to the changes made by four main monarchs: Henry VII, Edward VI, Queen Mary and Elizabeth I. An in depth study of the impact of the dissolution of monasteries on Christchurch Priory will conclude this study. | | **Local Study of Holdenhurst**  The original Saxon church wall still survives, the village is often described as the ‘Mother of Bournemouth’. Students wills study the importance of the historic environment at Holdenhurst (for example; the buildings, space, ecosystems, local stories). They will then produce a documentary which will explain the importance of Holdenhurst to Bournemouth. | |
| **Year 8** | **World War One**  An enquiry into the Great War and the cause and effects of this event. Students will look at the origins of War, trench warfare, war poetry and the effects the war had on those involved. Students will complete group work tasks exploring recruitment materials and also researching and presenting a short lesson on one of the battles that took place during the war.  Students also complete a depth assessment based on the interpretations surrounding General Haig to assess his impact on WW1. | | **Slavery and Civil Rights**  Topics covered will include the concept of slavery, how slaves were treated, why the demand for them existed, & the abolitionist movement. Students then study segregation, the KKK & key individuals & groups such as Martin Luther King, Rosa Parks, Malcolm X, and the Black Panthers & NAACP. The purpose is for students to employ empathy skills to formulate their own opinions on the inequality and injustice of slavery to consider how much progress has been made and to consider modern implications and future progress. | | **The Struggle for Peace in Northern Ireland**  This final topic will focus on the events of the **20th Century** starting with the debate surrounding the **Troubles** in Northern Ireland. Students will explore the history of Ireland through Cromwell & the Ulster Plantation through to the Easter Uprising, Home Rule and Partition under Lloyd George.  The focus then shifts to the Troubles, with topics on Bloody Sunday, protest movements, and the social impact of the Troubles on the lives of the people of Northern Ireland. | |