

History – Year 7

	Year 7 – Cycle A	Year 7 – Cycle B	Year 7 – Cycle C	Year 7 – Cycle D
What do we teach?	<ul style="list-style-type: none"> Hounslow's story – British chronology Anglo-Saxon England The Norman Conquest Life in a medieval village 	<ul style="list-style-type: none"> Medieval Baghdad The Black Death after 1348 The nature of medieval kingship in England (Richard II and Henry IV) 	<ul style="list-style-type: none"> The nature of medieval kingship in Africa (Mansa Musa) The Renaissance in Europe The reign of Henry VIII 	<ul style="list-style-type: none"> The birth of Empire – Early Modern Britons looking out. Migration in medieval England
How does this meet the National Curriculum?	<ul style="list-style-type: none"> Knowing and understanding the history of these islands as a coherent, chronological narrative. Understanding historical concepts: change and continuity, causation, evidential study. Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> Know and understand significant aspects of history of the wider world. Understanding historical concepts: change and continuity, causation, evidential study. Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> Know and understand significant aspects of history of the wider world. Understanding historical concepts: change and continuity, causation, significance. Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> Knowing and understanding the history of these islands as a coherent, chronological narrative. Understanding historical concepts: change and continuity, causation, evidential study, interpretations. Understanding methods of historical enquiry.
Why does this knowledge matter?	<p>Students first need a clear understanding of local and national chronology. Following this, the Norman Conquest is integral to Britain's island story, forming a core part of the History curriculum in KS3 at Bolder.</p> <p>This topic also exposes students to military history and conflict.</p>	<p>Baghdad links to the previous enquiry about a medieval village called Westwyck, since so much of the ideas their arrived from the east.</p> <p>The Black Death and nature of kingship both build upon this topic, and provide context for upcoming studies. These stories also form a core part of Britain's island story.</p>	<p>By applying ideas from the previous unit of English kingship to African kingship, students can think critically about similarities and differences. The Renaissance then builds on this providing crucial context for students trying to make sense of our modern world, whilst also providing context for GCSE.</p>	<p>The British Empire is arguably the most important story for a modern British child to know and understand. It helps makes sense of so much in modern Britain. Here, we begin our study of early European Empires, providing context for year 8 in doing so.</p>
Why do we teach in this sequence?	<p>Students should have a firm base understanding of pre-history and the ancient periods (Greco-Roman) from their Primary school studies. We reinforce this, then move to the early Medieval Ages, the next part of this chronological story of Britain.</p>	<p>Sticking to chronological sequencing is important in History to help students build a big picture. We reinforce this by looking at medieval Baghdad in the earlier medieval period. Next, the 13th and 14th centuries are the next step in this sequence.</p>	<p>Continuing with a chronological theme, students move into the Early Modern Period focusing primarily on the 15th and 16th centuries. Global perspectives brings further comparison.</p>	<p>We finish our year 7 studies in the 16th, at the advent of globalisation. This unit enables us to both look back, and build on their knowledge of the medieval world, and look forward as Empire is a key theme in year 8 history.</p>
What career links are made?	<p>Careers: Studying history can support students interested in journalism. Students regularly complete pieces of extended writing, both in assessments and lessons. History can also support students interested in a career in politics, business consultancy or accountancy. These are careers where students have to conduct extensive research before compiling information they've gathered, and drawing meaningful conclusions from it.</p> <p>Skills: Literacy, problem solving, deducting and inferring conclusions.</p>			

History – Year 8

	Year 8 – Cycle A	Year 8 – Cycle B	Year 8 – Cycle C	Year 8 – Cycle D
What do we teach?	<ul style="list-style-type: none"> The remarkable life of Shah Jahan Asaf-al-Dawla and interpretations of Empire The Industrial Revolution 	<ul style="list-style-type: none"> Remembering the Baptist Rebellion in Jamaica Interactions in Empire: The Anglo-Asante Wars Similarity and difference in the British Empire 	<ul style="list-style-type: none"> Thematic study 1 – Changing nature of power in England – 1215-1688 Thematic study 2 – Changing nature of power in England 1688-1867 	<ul style="list-style-type: none"> The causes of World War One Local experiences of World War One: The Isleworth 390
How does this meet the National Curriculum?	<ul style="list-style-type: none"> Know and understand significant aspects of history of the wider world. Understanding historical concepts: change and continuity, causation, interpretations. Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> Know and understand significant aspects of history of the wider world. Understanding historical concepts: causation, evidential study, interpretations. Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> Know and understand significant aspects of history of the wider world. Understanding historical concepts: change and continuity, significance, evidential study. Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> Know and understand significant aspects of history of the wider world. Understanding historical concepts: change and continuity, evidential study, interpretations. Understanding methods of historical enquiry.
Why does this knowledge matter?	Understanding the Empire helps students grasp the importance of Empire in British history and provides crucial context for other topics upcoming in year 8.	Studying what the British Empire meant to different people in different places allows for deeper levels of comparison between colonies. Thus, this deepens student's understanding.	Students explore the evolving role and power of Kings, Bishops and government as well as the extension of the franchise. Fundamentally, students explore themes about British democracy, a vital element of our island story.	Here, students can apply their understanding of imperialism and colonialism to a new idea, the advent of global wars in the 20 th century. World War One is also crucial in Britain's island story.
Why do we teach in this sequence?	At the end of year 8, students 'meet' Shah Jahan and the Mughal Empire and hear how, initially, the British were more-or-less ignored! Then, students deep dive into the world of Shah Jahan before then exploring how the East India Company were able to wrestle power from the Mughals.	Students here build on their prior knowledge of colonialism, in particular, trade to understand two new aspects of Empire, in two new contexts: <ul style="list-style-type: none"> Enslavement in the Caribbean Colonial expansion in Africa Thus, we teach in this sequence as these enquiries build on existing knowledge.	A thematic unit which covers such a long historical sweep relies heavily on prior knowledge having already been taught. Hence, this unit comes at the end of our studies of medieval, early modern and industrial Britain/Empire, since we build on all this prior learning in this enquiry.	Many of the causes of World War One were born out of imperialism, nationalism, militarism and colonialism which grew out of eighteenth century Empire building. As such, this unit is taught here since it builds on knowledge accrued across year 8. Chronologically, this unit also continues from the last enquiries.
What career links are made?	Careers: Studying history can support students interested in journalism. Students regularly complete pieces of extended writing, both in assessments and lessons. History can also support students interested in a career in politics, business consultancy or accountancy. These are careers where students have to conduct extensive research before compiling information they've gathered, and drawing meaningful conclusions from it. Skills: Literacy, problem solving, deducting and inferring conclusions.			

History – Year 9

	Year 9 – Cycle A	Year 9 – Cycle B	Year 9 – Cycle C	Year 9 – Cycle D
What do we teach?	<ul style="list-style-type: none"> • What caused the Russian Revolution? • How did the Nazi Party take power in Germany? • Post war Britain transformed? 	<ul style="list-style-type: none"> • How and why did the Holocaust happen? Part 1. • Interpretations of Dunkirk • How and why did the Holocaust happen part 2 	<ul style="list-style-type: none"> • How different was decolonisation in the British Empire? • Dr Harold Moody and the <i>colour bar</i> in Britain 1900-1945 	<ul style="list-style-type: none"> • How has post-war migration changed Hounslow borough? • What were they key steps forward in LGBTQ+ rights? • Catalysts for change in British Civil Rights?
How does this meet the National Curriculum?	<ul style="list-style-type: none"> • Know and understand significant aspects of history of the wider world. • Understanding historical concepts: causation, significance. • Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> • Know and understand significant aspects of history of the wider world. • Understanding historical concepts: causation, evidential study, interpretations. • Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> • Know and understand Britain's island story and significant aspects of history of the wider world. • Understanding historical concepts: causation, significance, evidential study. • Understanding methods of historical enquiry. 	<ul style="list-style-type: none"> • Know and understand Britain's island story and significant aspects of history of the wider world. • Understanding historical concepts: causation, evidential study. • Statutory on the National Curriculum
Why does this knowledge matter?	<p>Knowing about the origins of communism in Russia enables students to make sense of how conflict shaped the 20th century, and continues to do so now. Whilst, as the illustrious historian Sir Ian Kershaw states, the Nazis 'are a warning from history' which cannot be ignored.</p>	<p>As a globally significant events in which millions died, it is important students understand the context of the Holocaust and WWII, why we remember both today, and their context in our local community. The Holocaust is the only distinct topic which is also compulsory on the History National Curriculum.</p>	<p>Decolonisation and the end of Empire has connotations for our students who will still encounter the Commonwealth, or may well have family from these countries. Dr Harold Moody's story is also one of such great significance that we must teach it.</p>	<p>Hounslow is a borough with tremendous diversity. Many of these communities arrived in the wake of World War Two, answering our government's call. Our students must understand how migration has shaped our community and, how BAME and LGBTQ+ people argued for their rights in post-war Britain.</p>
Why do we teach in this sequence?	<p>These enquiries pick up on the end of year 8 (WWI) and enable students to make sense of the interwar years in Europe. We cannot expect students to make sense of what happens during World War Two and beyond without knowing about Russia and Germany.</p>	<p>World War Two is the next step in the chronological sequence, following from the last enquiries. These topics enable us to look back (to help make sense of them) and provide context as we look forward to studying post-war Britain.</p>	<p>We can now switch out focus, having studied conflicts in the first half of the 20th century, to the ramifications of the two world wars. Chief among them? The dismantling of the British Empire in the wake of war and the implications for Civil Rights in Britain.</p>	<p>Our local history of migration builds on enquiries in Cycle C as students make links with decolonization and the creation of the commonwealth. The next logical step is then considering how migrant, and other groups have shaped our society positively through, in part, civil rights campaigns.</p>
What career links are made?	<p>Careers: Studying history can support students interested in journalism. Students regularly complete pieces of extended writing, both in assessments and lessons. History can also support students interested in a career in politics, business consultancy or accountancy. These are careers where students have to conduct extensive research before compiling information they've gathered, and drawing meaningful conclusions from it.</p> <p>Skills: Literacy, problem solving, deducting and inferring conclusions.</p>			