**Music Stuff SOW (Long-Term)**

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| **Subject** | | **History** | | **Year** | **8** | |
| **Term** | **Autumn 1** | | **Spring 1** | | | **Summer 1** |
| **Unit of learning** | **The Norman Conquest** | | **Migration** | | | **The British Empire** |
| **Intent** | What is chronology? What is History?  What was England like before the Battle of Hastings?  Why was England a battlefield in 1066?  Skills/SOCs: causation  How did William take control of England?  Skills: Evidence | | Who were the first English people?  Skills/SOCs: chronology  What drove people to migrate?  How have migrants changed Britain?  Skills/SOCs: interpretations | | | How did the British Empire develop?  Skills/SOCs: Chronology  Who benefited from the British Empire?  Skills/SOCs: causation |
| **Term** | **Autumn 2** | | **Spring 2** | | | **Summer 2** |
| **Unit of learning** | **The Crusades** | | **The Slave Trade** | | | **The Industrial Revolution** |
| **Intent** | Why was Jerusalem worth dying for?  Skills/SOCs: Evidence  Did the Crusades change the Holy Land?  Skills/SOCs: change | | What was it like to be involved in the slave trade?  Skills/SOCs: evidence  Why was the slave trade abolished?  The big history of slavery  Skills/SOCs: interpretations | | | What was the Industrial Revolution?  Would you have survived the Industrial Revolution?  Skills/SOCs: evidence  Did the Industrial Revolution bring progress and improvement?  Skills/SOCs: change |
| Rationale: | The Key Stage 3 History curriculum aims to inspire curiosity about the past, develop critical thinking, and foster an understanding of the diverse historical processes that have shaped the modern world. Grounded in the Pearson Exploring History framework, this curriculum outlines a coherent progression of topics and skills, culminating in a focused transition to the OCR Entry Level History/GCSE unit on The People's Health.  The curriculum is designed to:   * Develop historical knowledge and understanding: Pupils explore significant events, individuals, and ideas across time periods and societies, enabling them to see connections and patterns in history. * Build historical skills: Through enquiry-based learning, students will refine their ability to analyse sources, construct evidence-based arguments, and evaluate differing interpretations. * Foster empathy and global awareness: By engaging with diverse perspectives, students will better understand the experiences of people in different times and places. * Prepare for further study: Equip students with the knowledge and skills necessary to succeed in entry-level and GCSE History courses. * Support literacy development: Promote key literacy skills, including reading comprehension, writing fluency, and vocabulary acquisition, to enable all students to confidently access and communicate historical knowledge. | | | | | |

**Music Stuff SOW (Long-Term**

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| **Subject** | | **History** | | **Year** | **9** | |
| **Term** | **Autumn 1** | | **Spring 1** | | | **Summer 1** |
| **Unit of learning** | **The First World War** | | **The Holocaust** | | | **The Peoples’ Health**  **(1250-1900+)** |
| **Intent** | Why did the First World War start in 1914?  Skills/SOCs: causation  What was the First World War like?  Skills/SOCs: making inferences | | To what extent were Jews persecuted before the Holocaust?  Skills/SOCs: evidence  How were the Nazis able to implement the ‘Final Solution’?  Skills/SOCs: Interpretations | | | **Medieval Britain c.1250-1500**  -Characteristic features ofmedieval Britain: an overview  -Living conditions: housing, clean water and waste  -Responses to the Black Death: beliefs and actions  -Approaches to public health in late-medieval towns and monasteries  **Early Modern Britain c.1500-c.1750**  -Cultural, social and economic change including growth of towns  -Changing living conditions: housing, food, clean water and waste  -Responses to outbreaks of plague  -Impact of local and national government on public health and response to gin craze |
| **Term** | **Autumn 2** | | **Spring 2** | | | **Summer 2** |
| **Unit of learning** | **Conflict in the 20th Century** | | **The Middle East** | | | **The Peoples’ Health**  **(1250-1900+)** |
| **Intent** | How did new ideas cause conflict?  What were the main events of the Second World War?  How do you fight a ‘Cold War’?  Skills/SOCs: analytical narrative  How was the USA drawn into the Vietnam War?  What has caused conflict in the 20th century?  Skills/SOCs: consequences | | What are the long-term causes of conflict in the Middle East?  How did the Cold War cause conflict in the Middle East?  Skills/SOCs: causations  Why is the Middle-East in the news so much?  Skills/SOCs: change | | | **Industrial Britain c.1750- c.1900**  -Industrialisation  -Urban living conditions in early 19th century: housing, food, clean water and waste  -Responses to cholera epidemics  -Public health reform in the 19th century, Public Health Acts and local initiatives.  **Britain since c.1900**  -Economic, political, social and cultural change  -Living conditions and lifestyles: housing, food, air quality and inactivity  -Responses to Spanish Influenza and AIDS  –Growing government involvement in public health (pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles |
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