

SJBC Curriculum Termly Plan: Y7 History

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
<p>Autumn 1</p>	<p>Introduction to History and The Norman Invasion</p>	<ol style="list-style-type: none"> 1. Historians study the past using primary sources—original evidence from the time—and secondary sources, which are interpretations such as books or documentaries. Mistakes in secondary sources, such as including something from the wrong time period, are called anachronisms. 2. Chronology is the study of time and the order of events. Placing events in chronological order allows historians to construct timelines and understand cause and consequence over time. 3. When Edward the Confessor died in 1066, three contenders vied for the English throne: Harold Godwinson (chosen by the Witan), Harald Hardrada of Norway, and William, Duke of Normandy, who claimed he had been promised the crown by Edward. 4. Harald Hardrada invaded England from the north but was defeated by Harold Godwinson at the Battle of Stamford Bridge; however, the battle significantly weakened Harold’s army. 5. At the Battle of Hastings in 1066, William of Normandy defeated Harold Godwinson due to several factors: Harold’s army was exhausted, many elite troops had died at Stamford Bridge, William’s forces included fresh, well-trained mercenaries, and he used tactical deception, such as the feigned retreat. Harold was killed in the battle, securing William’s claim. 	<ol style="list-style-type: none"> 1. Chronology – the order of time. 2. Primary source- an artifact that was made during the time period you are studying 3. Secondary source – an interpretation of the past. This can be a textbook, novel, film... 4. Chronological order – the order of time 5. Anachronism – inaccuracies in a primary or secondary source 6. Interpretation – someone’s opinion of the past 7. Invasion – when one nation takes over another. 8. Cavalry- soldiers who fight on a horse 9. Infantry – soldiers who fight on foot 10. Successor – next in line to the throne 	<p>Chronology test and basic inference questions from pictures</p>	<p>Core resources: Shared lessons on One-Drive</p> <p>Enrichment and extension resources:</p>

<p>Autumn 2</p>	<p>Life under the Normans and the Medieval world</p>	<ol style="list-style-type: none"> 1. To secure his rule after 1066, William the Conqueror introduced the feudal system, reshaping the Anglo-Saxon hierarchy by granting land in exchange for loyalty. This ensured military control and reduced the threat of rebellion. 2. William used multiple strategies to maintain control over England, including the creation of the Domesday Book for taxation, widespread castle building for military dominance, and the use of brutal violence to crush resistance. 3. Medieval society was deeply religious; people believed their actions determined their fate in the afterlife, and the Church was the center of community life, influencing laws, education, and daily routines. 4. Key events like the Black Death (1348), the signing of the Magna Carta (1215), and the Peasants' Revolt (1381) challenged the social order and gradually led to changes in people's rights, freedoms, and roles in society. 5. Medieval cities such as London and Norwich expanded rapidly as trade hubs, but overcrowding and poor sanitation created serious public health issues, making them hotspots for disease and poor living conditions. 	<p>Hierarchy- a way in which people are organized in order of importance</p> <p>Feudal System – a hierarchical system where William was the most important and land would be traded for loyalty.</p> <p>Revolt – where the people rise up against the king</p> <p>Massacre – a mass killing, usually of innocents</p> <p>Agricultural – a farming based society in the countryside.</p> <p>Disease: an illness that can be spread</p> <p>Rights – rules that say what people are allowed to do or have, just because they are human.</p> <p>Urban growth – when more people move to and live in cities</p> <p>Trade – buying and selling goods to make money</p> <p>Divine Right – the idea that God chose the king of a country and that is why they are in charge</p>	<p>Explain why William kept control. PEEL paragraph</p>	<p>Core resources:</p> <p>Enrichment and extension resources:</p>
<p>Spring 1</p>	<p>The Silk Roads</p>	<ol style="list-style-type: none"> 1. Over a thousand years ago a global world web developed where trade, language, religion, knowledge and culture moved around the known world from Japan to England, Russia to India. 2. Ming Dynasty China saw the expansion of trade with Korea, Japan, south Asia and the Arabian peninsula. 	<p>1. Imperial: Something related to an</p>	<p>Describe 2 features questions</p>	<p>Asian Empires and the Silk Roads</p> <p>Extended reading:</p>

		<p>This happened in part because of a series of voyages by Zheng He. The capital (the forbidden city) was a huge hub on the Silk Road.</p> <ol style="list-style-type: none"> 3. The Mongols developed an empire that covered much of the central Silk Road based on their military might, which relied heavily on horses. Religion also is impacted by the silk road as Budhist ideas are integrated into their religion 4. The Islamic Empire developed with Baghdad as the center of the Silk Roads. The city was built from scratch and was the most modern in the world, built in its iconic round shape. A huge amount of knowledge passed through, which was housed in the great library. As a result, many new developments in knowledge happened such as maths, inventions and medial advancement. 5. The silk roads influenced the Ottoman Empire's trade and industry, particularly in textiles ceramics and technology. Slavery was a key industry 6. The Vikings were at the top end of the Silk Road, connected it to their English capital of Yorvik. They traded in people, who they enslaved during their expansion. Weapons and silver work was also highly prized. 	<p>empire or an emperor</p> <ol style="list-style-type: none"> 2. Voyage : A long journey, especially by sea 3. Empire : A group of countries or areas controlled by one ruler 4. Textile A type of cloth or fabric that can be woven or knitted. 5. Architecture: The art and design of buildings 6. Enslavement: Forcing someone to become a slave and taking away their freedom. 7. Cavalry: Soldiers who fight on horseback 8. Buddhism: A world religion based on the teachings of Buddha, focusing on mindfulness 		<p>Silk Roads exhibition guide. British museum</p> <p>Silk Roads: Peter Frankopan</p>
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			<p>and ending suffering.</p> <p>9. Algebra: A type of maths that uses letters and symbols to represent numbers.</p> <p>10. Trade: The buying, selling, or exchanging of goods</p>		
Spring 2	Feudal Japan and the Sengoku Jidai	<ol style="list-style-type: none"> 1. Feudal Japan had many similarities to Feudal England. Such as a Feudal system, theatre and a society geared for war. 2. There are differences in the type of soldiers and the method of fighting, such as Shinobi, religion, and the political states of Japan. England is relatively stable, Japan's failure of the Feudal system led to constant war between the clans. 3. The Sengoku Jidai is a series of wars that led to the establishment of the Tokugawa Shogunate, which started the Edo Era. 4. There were three men who made the unification of Japan possible: Oda Nobunaga did much of the early take over but was betrayed by one of his top Generals. 5. Hidioshi Toyatoma continues the fight and becomes the Taikun but dies before his son is old enough to take power. He has 5 regents to rule in his stead until his son is old enough 6. Iyasu Tokugawa manoeuvres out the other regents and takes over. This leads to the battle of Sekigahara where Hidioshi's son is defeated. This leads to the Tokugawa Shogunate, starting the Edo Era which brought stability to Japan. 	<ol style="list-style-type: none"> 1. Agrarian : when most people live in the countryside 2. Daimyo: feudal Lords in Japan. They are the head of a clan 3. Samurai: knights who are given a fife (village) by their Daimyo 4. Ashigaru: peasant soldiers 5. Shinobi: assassins that fight via stealth. (at some times called Ningas) 6. Shogun: the Emperor of Japan 7. Katana: A Samurai's sword 	Similarity and difference question	

			<p>8. Shinto: The other key religion in Japan that focuses on nature</p> <p>9. Seppuku: honorable suicide where a samurai would stab themselves with their wakishse</p> <p>10. Noh Theatre: a form of theatre popular in Japan where legends and stories are told through music and dance</p>	
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SJBC Curriculum Termly Plan: Y8 History

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1a	<p>Substantive knowledge:</p> <p>The Golden Age of Piracy</p> <p>Links to:</p> <p>Elizabethan expansion at KS3</p> <p>British Empire at KS3</p>	<ol style="list-style-type: none"> Pirates are people who rob at sea, and Henry Avery was a pirate who robbed all over the world. The early modern period was a time of transition between the Middle Ages and the Age of Enlightenment. The Golden Age of Piracy lasted from around 1650 to 1730. Life at sea was difficult and dangerous, despite huge advances in early modern ship technology. Pirates were often former sailors left unemployed by peace between the European empires. These European 	<ol style="list-style-type: none"> Privateer (noun) a ship, or a sailor on a ship, hired by a country to attack the ships of another country Early modern (adjective) describing things relating to the 16th-18th centuries To reveal (verb) to give people living today an idea of what something was like Anarchic (adjective) describing a person who does not follow rules 	<p>Knowledge questions (10 marks)</p> <p>Written response: 'Explain the importance of the Golden Age of Piracy' (8 marks)</p>	<p>Resource booklet with texts, images, key knowledge and glossary</p> <p>PowerPoint presentations for each lesson with Hochman Method writing activities.</p>

	<p>Early modern migration at KS4</p> <p>Early Elizabethan England at KS4</p>	<p>empires traded across the Atlantic to their colonies in the Americas.</p> <p>4. Blackbeard was a ruthless pirate who was eventually killed in battle for his crimes. Most pirates were either killed in battle, hanged, or died poor. The law and its enforcement was brutal in the early modern period.</p> <p>5. Mary Read and Anne Bonny were rare female pirates. In sensationalist books such as Johnson's 'General History of the Pyrates', they were sexualised, revealing the patriarchy of the early modern world.</p> <p>6. Bartholomew Roberts was a successful pirate who had a strict code of laws. Most pirate crews had codes and punishments for breaking them. Unlike the European empires, however, these were created democratically.</p>	<p>15. To plunder (verb) to rob somewhere or something during a battle or a war</p> <p>16. Colony (noun) a place that is under the control of another country.</p> <p>17. Sensationalism (noun) telling a story in a way that makes it more exciting but less accurate</p> <p>18. Patriarchal (adjective) describing a person or a society where women are not equal to men</p> <p>19. To vote (verb) to indicate a choice between people or a way something should be done</p> <p>20. Democratic (adjective) describing something to do with democracy, where people choose.</p>		
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<p>Autumn 1b</p>	<p>Substantive knowledge:</p> <p>The Industrial Revolution</p> <p>Links to:</p> <p>Battersea local area study at KS3</p> <p>Hallie Rubenhold enquiry at KS3</p> <p>Industrial-era migration at KS4</p>	<p>1. Britain had an agricultural economy in 1750, but this had transformed to an industrial economy by 1850. This change was not necessarily progress, since industrialisation came with many downsides.</p> <p>2. Living conditions in Britain's major cities sharply declined during and after the Industrial Revolution. Housing quality deteriorated and diseases like cholera spread rapidly.</p> <p>3. There was a cholera epidemic in London in 1854. A doctor called John Snow identified that water, not polluted air, was causing the disease. Snow's findings were largely ignored by the scientific establishment.</p> <p>4. In 1898-9, Charles Booth created 'poverty maps' of London. His map shows that Battersea was overcrowded and had huge inequality; housing near the railway tracks was poor, while rich people lived next to the park.</p> <p>5. Factories were at the centre of this rapid industrialisation. Manufacturing shifted from the home to steam-powered machines in industrial cities. Working conditions in these factories were awful, particularly for children.</p> <p>7. Titus Salt, a Christian philanthropist, created a 'model city' named Saltaire as a vision of what a well-managed industrial city could look like. Salt's city had good quality housing and community spirit.</p> <p>8. The railways were one of the most significant changes to the British landscape and social fabric during the Industrial Revolution. They connected the country, allowing the creation of a modern 'British' identity.</p>	<p>1. Agricultural (adjective) to do with farms and farming</p> <p>2. Industrial (adjective) to do with factories and manufacturing</p> <p>3. To industrialise (verb) for a place to change from having lots of farms and open space to having factories in large cities</p> <p>4. To deteriorate (verb) to get worse in quality</p> <p>5. Cholera (noun) a deadly disease that is spread through contaminated water</p> <p>6. Poverty (noun) the state of being poor and not being able to provide for the basic needs of yourself and your family</p> <p>7. Inequality (noun) when people who are poor and wealthy live alongside each other in a society</p> <p>8. To manufacture (verb) to make something in a factory using machinery</p> <p>9. Philanthropy (noun) charity work and charitable donations</p> <p>10. Significant (adjective) important</p>	<p>Knowledge Questions (10 marks)</p> <p>Written response: Explain two ways in which Britain after the Industrial Revolution was different to Britain before.</p>	<p>PowerPoint presentations for each lesson on the History department OneDrive.</p>
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<p>Autumn 2a</p>	<p>Substantive Knowledge:</p> <p>Battersea during the Industrial Revolution</p> <p>Links to:</p> <p>Battersea local area study at KS3</p> <p>Hallie Rubenhold enquiry at KS3</p> <p>Industrial-era migration at KS4</p>	<p>1. The Industrial Revolution took place between 1750-1850, but did not affect everywhere in Britain in the same way. Industrialisation was more widespread in the north, and many rural communities in the south, Wales, and Scotland remained largely unchanged.</p> <p>2. Robert Westall's 1848 painting 'Battersea Fields, looking north to Chelsea' shows that, towards the end of the Industrial Revolution, Battersea was still largely agrarian. There is little evidence of industrialisation in the painting, and the vast majority of land is still farmland.</p> <p>3. Cross' New Plan of London, 1850, similarly shows Battersea as an undeveloped area beyond the borders of London itself. There is a track for the London and Southampton Railway running through Battersea, but there is no station. The area is sparsely populated with little housing or industry.</p> <p>4. Booth's Poverty Map of 1898 shows a total change in the 48 years since Cross' New Plan of London. Battersea in 1898 is highly urbanised, with Clapham Junction at the centre of the area. Poor housing is congregated around the station and the railway tracks, while the rest of Battersea is reasonably affluent.</p> <p>5. Battersea is an exception to the trends of the Industrial Revolution. Its population growth was not a result of industrialisation, but came only in 1863, when Clapham Junction station was built. Battersea at that point became an urbanised, but never industrialised, London suburb.</p>	<p>1. Agrarian (adjective) to do with farming and the countryside; synonymous with 'agricultural' and 'rural', 'Battersea was agrarian, even by the end of the Industrial Revolution'.</p> <p>2. Sparsely (adverb) in a scattered or widely spread-out way; 'Battersea was sparsely populated before the construction of Clapham Junction Station'.</p> <p>3. Urban (adjective) describing something related to a city or town; 'Battersea only became urban after 1863'.</p> <p>4. To urbanise (verb) to become a town or city; 'Battersea began urbanising after the construction of Clapham Junction Station'.</p> <p>5. Affluent (adjective) to describe a person or a place that is wealthy and comfortable; 'Most of the homes in Battersea were reasonably affluent'.</p> <p>6. Exception (noun) something that does not follow a general rule or trend; 'Battersea is an exception to the changes of the Industrial Revolution'.</p>	<p>Knowledge Questions (10 marks)</p> <p>Written Response: Explain why Battersea is an exception to the changes of the Industrial Revolution.</p>	<p>PowerPoint presentations for each lesson on the History department OneDrive.</p>
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<p>Autumn 2b</p>	<p>Substantive Knowledge:</p> <p>Hallie Rubenhold's interpretation of the historiography of the so-called 'Ripper murders'.</p> <p>Links to:</p> <p>Battersea local area study at KS3</p> <p>Hallie Rubenhold enquiry at KS3</p> <p>Industrial-era migration at KS4</p>	<p>1. Hallie Rubenhold is a female historian who wrote the popular book, <i>The Five</i>. This book looks at the events of 1888 from the perspective of the five canonical victims of the so-called 'Ripper', and refuses to consider the identity murderer himself.</p> <p>2. 'Jack the Ripper' is not a real person's name, but is a nickname given to an anonymous serial killer by the Victorian media. The so-called Ripper's crimes were misogynistic and brutal, targeting vulnerable working-class women in London's East End.</p> <p>3. The five canonical victims of the so-called 'Ripper' were Mary Ann Nichols, Annie Chapman, Elizabeth Stride, Catherine Eddowes, and Mary Jane Kelly. These women were wrongly portrayed by male historians as prostitutes, but only two ever sold sex for money, and did not by choice.</p> <p>4. Rubenhold's approach to this history can be described as 'feminist', in that it places women's stories at the centre of a story that has historically been dominated by a male-centered focus on the identity of the so-called 'Ripper'.</p> <p>5. Rubenhold interprets other historians' approaches to the events of 1888 as patriarchal, marginalising the experiences of the five victims in favour of a sensationalist narrative glorifying male abusive violence.</p> <p>6. There is a subculture of amateur historians, known as Ripperologists, who continue to search for clues as to the so-called Ripper's identity. Rubenhold interprets the Ripperologist subculture as misogynistic, revealing a lack of respect for the women affected by these violent crimes.</p>	<p>1. To interpret (verb) to give your idea or explanation of something.</p> <p>2. An interpretation (noun) a viewpoint or idea built on a person's understanding of the evidence</p> <p>3. Working-class (adjective) describing people who do hard, physical work for a living; at the bottom of the class system</p> <p>4. Feminist (noun) someone, male or female, who believes in the equality of men and women, (adjective) describing something to do with women's equality</p> <p>5. Patriarchy (noun) a society in which men are seen as superior to women, and have authority over them; 'Victorian England was a patriarchy'.</p> <p>6. Agency (noun) the ability to make free choices without being influenced by another person or wider society.</p> <p>7. Misogyny (noun) a hatred of, or a lack of respect, for women.</p> <p>8. Ripperologist (noun) someone who studies 'Jack the Ripper' and is interested in finding out more about the killer</p> <p>9. Destitute (adjective) extremely poor</p> <p>10. Workhouse (noun) a place where extremely poor people went to work without pay in return for a place to sleep</p>	<p>Knowledge Questions (10 marks)</p> <p>Written Response: Explain what is at the forefront of Rubenhold's interpretation of <i>The Five</i>.</p>	<p>Resource booklet with texts, images, and glossary.</p> <p>PowerPoint presentations for each lesson on the History department OneDrive.</p>
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<p>Spring 1a</p>	<p>Substantive Knowledge:</p> <p>The Indian Uprising of 1587.</p> <p>Links to:</p> <p>Elizabethan expansion at KS3</p> <p>The Golden Age of Piracy at KS3</p> <p>Early modern and industrial migration at KS4</p> <p>Early Elizabethan England at KS4</p>	<p>1. There was a violent uprising across India in the Year 1857. At the time, India was ruled by the British East India Company, which employed sepoy (Indian soldiers) in its armies. These sepoys rose up against the British, but their uprising was crushed.</p> <p>2. The British East India Company was a trading company with the power to rival a nation. In 1757, the company defeated the Nawab of Bengal at the Battle of Plassey, paving the way for British merchants to seize control of India from its Mughal rulers.</p> <p>3. Delhi was a hugely diverse city inhabited by Hindus and Sikhs who had been living under Mughal rule, Muslims with links to the Mughals, and a small population of Christians – Europeans and Indian converts. These groups lived alongside each other and mixed frequently.</p> <p>4. William Fraser and James Skinner are two examples of this mixing. Fraser was a Scottish Company man who adopted Indian customs, while James Skinner was a soldier of mixed British-Indian heritage.</p> <p>5. The story of Delhi in 1857 is so difficult to tell because there was a huge amount of cultural syncretism. British and Indian cultures, religions and ways of life became mixed, so that the Uprising of 1857 cannot be understood in simple terms of 'British' versus 'Indian'.</p>	<p>1. The East India Company (noun) an English/British company that traded in Asia and gained control over large parts of India.</p> <p>2. The Mughals (noun) the rulers of the Mughal Empire, a Muslim empire based on northern India and dissolved by the British after the Indian Uprising of 1857.</p> <p>3. Sepoy (noun) an Indian soldier serving in the army of the British East India Company.</p> <p>4. Mutiny (noun) an open rebellion against proper authority, especially by soldiers or sailors against their officers.</p> <p>5. Rebellion (noun) an act of armed resistance against an established government or leader.</p> <p>6. Uprising (noun) an act of resistance or rebellion.</p> <p>7. Lascar (noun) a sailor from India, especially one who worked on a European ship.</p> <p>8. Ayah (noun) a South Asian female servant, maid or nanny, especially one working for a European family.</p> <p>9. Syncretism (noun) the mixing-together of different identities, religions, and cultures.</p> <p>10. Colony (noun) a place that is under the control of another country.</p>	<p>Knowledge Questions (10 marks)</p> <p>Written Response: Explain why the story of Delhi in 1857 is so difficult to tell.</p>	<p>Resource booklet with high-quality texts, images, and glossary.</p> <p>PowerPoint presentations for each lesson on the History department OneDrive.</p>
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<p>Spring 1b</p>	<p>Substantive Knowledge:</p> <p>Clothing in late Qing dynasty China</p> <p>Links to:</p> <p>Industrial-era migration at KS4</p> <p>Late empire at KS3</p> <p>Industrial Revolution at KS3</p> <p>Communist States at KS5</p>	<p>1. The Qing dynasty was the last imperial dynasty of China. Ruled by the Qing emperors, it collapsed in 1911 after a century of 'humiliation', when it experienced frequent rebellions, corruption, and conflict with European empires.</p> <p>2. The Qing dynasty was ruled by an ethnic group from Mongolia and northern China called the Manchus. The Manchus were vastly outnumbered by the Han Chinese, and wore beautiful and expensive clothes to represent their power and authority.</p> <p>3. The Qing empire had two separate armies; the banner armies were the empire's elite fighting force, made up of wealthy Manchus, while the Green Standard Army was a far larger force of poorly-equipped Han peasants. Both armies' equipment was obsolete compared to the European empires.</p> <p>4. The vast majority of people living in Qing China were from the Han ethnic group. Han clothing was often more simple and practical, reflecting their lower social status in Qing society. Han women often had their feet 'bound', crippling them for life.</p> <p>5. Over the course of the 19th century, European influence over China increased massively. The British forced their way into China through two 'Opium Wars', and the growing influence of European technology and religion is evidenced in Chinese clothing.</p>	<p>1. Empire (noun) a group of territories ruled over by a single country.</p> <p>2. Ethnicity (noun) a person's identity based on their heritage, culture and ancestry.</p> <p>3. Manchu (noun/adjective) an ethnic group from Northeast China who ruled China during the Qing period from 1644 to 1911.</p> <p>4. Han (noun/adjective) a Chinese ethnic group, and the largest ethnicity in the world, making up over 90% of the Chinese population in the Qing period.</p> <p>5. Textiles (noun, usually plural) a type of cloth or woven fabric.</p> <p>6. Embroidery (noun) cloth decorated with patterns sewn on it with thread.</p> <p>7. To marginalise (verb) to treat a group of people as less important; metaphorical from 'margin', the side of a page – marginalised groups have been pushed to the side.</p> <p>8. Obsolete (adjective) so out of date as to be useless.</p> <p>9. To influence (verb) to change or control how someone thinks or acts, usually without force or violence.</p> <p>10. Academic (adjective) describing something to do with higher or advanced education; the work of the historians we read in this topic is academic in style.</p>	<p>Knowledge Questions (10 marks)</p> <p>Gallery page Create a museum exhibition of Qing dynasty clothing in your exercise book.</p>	<p>Resource booklet with high-quality texts, images, and glossary.</p> <p>PowerPoint presentations for each lesson on the History department OneDrive.</p>
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<p>Spring 2a</p>	<p>Substantive Knowledge:</p> <p>The Trans-Atlantic Slave Trade</p> <p>Links to:</p> <p>Industrial-era migration at KS4</p> <p>Late empire at KS3</p> <p>Industrial Revolution at KS3</p>	<ol style="list-style-type: none"> 1. An enslaved person is someone owned as property and denied the freedom to live without being controlled; enslaved people are often forced to work against their will, under threat of violence and separation from family. 2. The trade in enslaved Africans increased in the 17th century as Europeans began crossing the Atlantic Ocean with increased frequency. A 'triangular' system of trade emerged between Europe, Africa, and the Americas, with the ships' cargo hold being filled on each leg of the voyage. 3. The Middle Passage was the section of this voyage between Africa and the Americas. European traders purchased enslaved Africans from African kings and transported them in awful conditions to the Americas. 4. Upon arrival in the Americas, enslaved people were sold at auction. In an auction, buyers 'bid' on 'lots' (enslaved people, in this case), competing against other buyers. This system was used because the 'value' of an enslaved person depended on their physical abilities and 'docility'. 5. After being sold at auction, enslaved people were often put to work on plantations. These were large farms that grew 'cash crops', such as sugar, tobacco and cotton. Conditions on these plantations were often brutal. 6. Enslaved people resisted their enslavement in a variety of ways; some passively sabotaged their owners' profits by working inefficiently, while others rose up in violent revolts or organised sophisticated escapes. 7. In Britain, the trans-Atlantic slave trade was abolished between 1807-1833 	<ol style="list-style-type: none"> 1. Enslaved person (noun) a person who is the owned property of another person; often forced to work and subject to violent treatment. 2. Trans-Atlantic (adjective) to describe any sort of movement across the Atlantic Ocean, the body of water which separates Europe and Africa from America. 3. Middle Passage (noun) the voyage from Africa to the Americas, being the 'middle' leg of the triangular trade system. 4. Auction (noun) an event where goods, in this case enslaved people, are sold to an audience of bidders. 5. Plantation (noun) a large farm where cash crops are grown for profit. 6. Colony (noun) a place that is under the control of another country. 7. Active (adjective) describing something done in a way that is purposeful and deliberate. 8. Passive (adjective) describing something that is done in a more subtle and less direct way. 9. To rebel (verb) to rise-up against authority. 10. To abolish (verb) to make something illegal, in this case, the practice of trading or owning enslaved people. 	<p>Knowledge Questions (10 marks)</p> <p>Gallery page Explain the importance of the trans-Atlantic slave trade.</p>	<p>PowerPoint presentations for each lesson on the History department OneDrive.</p>
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SJBC Curriculum Termly Plan: Y9 History

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	WW1 & Empire Soldiers	<p>7. World War I started in 1914 after the assassination of Archduke Franz Ferdinand. Long-term causes included militarism, alliances, imperialism, and nationalism—a combination that created tension and led to a domino effect of countries entering the war.</p> <p>8. Soldiers lived in harsh conditions in trenches—cold, muddy, and dangerous. They were often interpreted as brave “lions” led by poor commanders (“donkeys”) who made deadly mistakes in battles like the Somme.</p> <p>9. WWI saw deadly new weapons like machine guns, tanks, poison gas, and airplanes. The war became a total war, affecting soldiers and civilians across the world, especially through trench warfare and mass casualties.</p> <p>10. The government used propaganda to recruit soldiers and gain public support. From 1916, conscription made military service compulsory. Some people refused to fight for moral or religious reasons—these were conscientious objectors.</p> <p>11. Millions of soldiers from the British Empire (India, Africa, Caribbean) fought in the war. Many troops suffered from shell shock (early PTSD), which was poorly understood at the time.</p>	<p>21. Militarism – The belief that a country should maintain a strong military and be ready to use it.</p> <p>22. Alliance – An agreement between countries to support each other in case of war.</p> <p>23. Imperialism – When powerful countries control colonies for resources and power.</p> <p>24. Nationalism – Strong pride in your country, often leading to rivalry or conflict.</p> <p>25. Conscription – The legal requirement for people (usually men) to join the army.</p> <p>26. Propaganda – Media used to influence public opinion or promote a political message.</p> <p>27. Conscientious Objector – Someone who refuses to fight in a war for moral or religious reasons.</p>	How useful is the source A for finding out about CO's? (Source skills – utility)	<p>Core resources:</p> <p>Shared lessons on One-Drive</p> <p>Enrichment and extension resources:</p>

			<p>28. Trench Warfare – A type of fighting where soldiers live and battle in long, narrow ditches.</p> <p>29. Shell Shock – A psychological condition caused by the trauma of war (now known as PTSD).</p> <p>30. Total War – A war that affects all parts of society, not just the military.</p>		
Autumn 2	Russian Revolution	<p>1. In early 1900s Russia, extreme social inequality and poor living conditions, especially among peasants and industrial workers, caused widespread dissatisfaction with Tsarist rule.</p> <p>2. Tsar Nicholas II autocratic style, poor handling of events like Bloody Sunday and WWI, and resistance to reform led to revolution and his abdication in 1917.</p> <p>3. Influenced by Marxist ideas, Lenin and the Bolsheviks offered a radically different system—rejecting monarchy and capitalism in favour of a worker-led, classless society.</p> <p>4. Lenin’s leadership and slogans like “Peace, Land, Bread” helped the Bolsheviks overthrow the Provisional Government, withdraw from WWI, and begin building a one-party communist state.</p> <p>5. After Lenin’s death, Stalin eliminated rivals, used brutal purges, propaganda, and Five-Year Plans to industrialise the USSR and create a totalitarian regime.</p>	<p>1. Autocracy – A system of government where one person has absolute power.</p> <p>2. Tsar – The title of the emperor of Russia before 1917.</p> <p>3. Bolsheviks – A radical socialist group led by Lenin that seized power in Russia in 1917.</p> <p>4. Provisional Government – The temporary government that took over after Tsar Nicholas II abdicated.</p> <p>5. Marxism – A political and economic theory</p>	<p>Explain the causes of the 1905 Russian Revolution (12 marker-Causation)</p>	<p>Core resources:</p> <p>Enrichment and extension resources:</p>

			<p>by Karl Marx that inspired communism.</p> <p>6. Communism – A system where property is publicly owned and each person works and is paid according to their abilities and needs.</p> <p>7. Slogan – A short, memorable phrase used in propaganda, e.g., “Peace, Land, Bread.”</p> <p>8. Totalitarianism – A government that seeks to control every aspect of public and private life.</p> <p>9. Five-Year Plans – Economic plans introduced by Stalin to quickly industrialize the Soviet Union.</p> <p>10. Purge – The removal or execution of people considered a threat to the leadership (especially under Stalin).</p>		
Spring 1	<p>WW2</p> <p>1. Was Hitler really to</p>	<p>1. The Treaty of Versailles (1919) imposed harsh terms on Germany — including territorial losses, military restrictions, reparations, and War Guilt — creating</p>	<p>1. Treaty- An official agreement between countries, usually made after a war to</p>		

	<p>blame for WW1</p> <p>2. Was WW2 really Britain's 'finest' hour? (significance)</p>	<p>deep resentment that destabilised the new Weimar Republic.</p> <ol style="list-style-type: none"> 2. Many Germans viewed the Treaty as a humiliation. Political extremism increased, and the government struggled to maintain legitimacy while facing threats from both left- and right-wing groups. 3. Germany's economic instability erupted into hyperinflation due to reparations, Ruhr occupation, and government decisions to print money. Savings were wiped out, causing widespread social hardship and further undermining faith in democracy. 4. Created to ensure peace after WWI, the League lacked enforcement power and the support of major nations. Its failures in crises (e.g., Manchuria, Abyssinia) weakened collective security and encouraged aggressive expansion. 5. Britain and France pursued appeasement in the 1930s due to economic weakness, fear of war, and the belief that Germany had legitimate grievances. This allowed Hitler to expand German territory and ultimately contributed to the outbreak of WWII. 6. Winston Churchill became Prime Minister in 1940 and inspired national resistance through powerful speeches, determination to continue the war, and his refusal to consider surrender — becoming a symbol of British defiance. 7. The Dunkirk evacuation (1940) rescued over 300,000 Allied troops, allowing Britain to continue the fight. Later, the Blitz (1940–41) aimed to break British morale through mass bombing, but civilian resilience strengthened national unity. 	<p>decide peace terms or future rules.</p> <ol style="list-style-type: none"> 2. Hyperinflation - When prices rise extremely quickly, so money becomes almost worthless, and people can't afford basic things. 3. Reparations - Payments a country has to make after losing a war to compensate for the damage it caused. 4. Collective security - The idea that countries work together to keep peace — if one country is threatened, all agree to help protect it. 5. Patriotic - Feeling proud of your country and wanting to defend or support it. 6. Blitzkrieg - A fast, surprise attack strategy used by Germany in WWII — meaning "lightning war." 7. Propaganda - Information (often biased or exaggerated) used to persuade people to support a cause or believe in a certain message. 8. Espionage - Spying — secretly gathering information about another country, enemy or organization. 9. Isolationist - A policy where a country chooses to stay out of international conflicts, alliances, or global issues. 		
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<p>Spring 2</p>		<p>8. British codebreakers at Bletchley Park deciphered German messages, giving the Allies key advantages. Resistance movements and espionage across Europe disrupted German operations and provided vital intelligence.</p> <p>9. Sikh pilots, along with other commonwealth airmen from India, the Caribbean, Africa and Canda played a crucial role in the RAF. Their contribution strengthened Britian's air defence during the Battle of Britian and throughout WW2.</p> <p>10. Japan's attack on Pearl Harbour (1941) brought the United States into the war, transforming it into a truly global conflict. On the Eastern Front, the Battle of Stalingrad (1942–43) marked a major turning point as the Soviet Union halted and defeated German forces.</p> <p>11. The D-Day landings (1944) opened a Western Front, allowing Allied forces to push into Nazi-occupied Europe. In 1945, the U.S. dropped atomic bombs on Hiroshima and Nagasaki, leading to Japan's surrender and the end of the Second World War.</p> <p>1. Antisemitism has deep historical roots in Europe, and long-standing prejudice created the conditions that allowed Nazi racial ideology to take hold.</p> <p>After 1933, the Nazi government turned discrimination into law, excluding Jewish people from public life through boycotts, the Nuremberg Laws, and increasing persecution.</p> <p>2. Between 1933 and 1939, the Nazis used propaganda, violence and intimidation to isolate, dehumanise, and marginalise Jewish communities across Germany and its territories.</p> <p>3. Despite extreme danger, Jewish people resisted persecution in many forms — including cultural resistance, clandestine education, hidden religious practice, and armed uprisings.</p>	<p>10. Liberate - To free people or a place from enemy control or oppression.</p> <p>11. Appeasement- Giving in to some demands of an aggressive country in the hope of avoiding conflict or war.</p> <p>1. Genocide- When a group tries to destroy another group of people because of their race, religion, nationality, or identity.</p> <p>2. Antisemitism- Hatred or unfair treatment of Jewish people just because they are Jewish.</p> <p>3. Reparations- Payments a country has to make after a war to pay for the damage it caused.</p> <p>4. Boycott- Refusing to buy from or take part in something to protest it.</p> <p>5. Aryan- A term the Nazis used to describe what they believed was a "superior" race — usually meaning white, non-Jewish Germans.</p> <p>6. Partisan- A person who secretly fights against an occupying or enemy force, often using sabotage or guerrilla tactics.</p>		

		<p>4. The Holocaust was the result of a combination of Hitler's ideology, the Nazi state's organisation, the involvement or cooperation of ordinary people, and the failure of nations to intervene.</p>	<p>7. Ghetto- A small, enclosed area where the Nazis forced Jewish people to live in poor, overcrowded conditions.</p> <p>8. Propaganda- Information spread to influence people's beliefs or actions — often biased, misleading, or one-sided.</p>		
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