

## YEAR 7

Enquiry 1: What do we know about the Anglo-Saxons from what they left behind? (SOURCE ANALYSIS)

An introduction to history, skills and, concepts such as how to use evidence and establishing a grasp on chronology by looking at a range of sources from the Anglo-Saxon period.

Enquiry 2: Why did William win the Battle of Hastings and how did he keep control of England? (CAUSATION)

Students consider a key point in British history using role play and start considering how to explain their points clearly.

Enquiry 4: What was life like in Medieval England? (SOURCE ANALYSIS, DIVERSITY, CAUSATION)

Students look at a range of different areas of Medieval life such as religion (ideas about heaven and hell), royal control (Magna Carta and the murder of Thomas Becket) and society (medieval villages and towns).

Enquiry 6: Why does Martin Luther matter, and what was reborn in the Renaissance? (SIGNIFICANCE and CHANGE AND CONTINUITY)

Pupils will consider the degree how Europe changed from the medieval period culturally, scientifically, economically, and socially and consider the significance of Martin Luther's ideas.

Enquiry 7: How did life change under different Tudor monarchs? (CHANGE AND CONTINUITY)

Students will examine how Britain changed during the reigns of Henry VII, Henry VIII, Elizabeth, and Mary.

Enquiry 8: Why was there an English Civil War and why do people disagree about Oliver Cromwell? (CAUSATION and INTERPRETATIONS)

Pupils consider the Civil War and what it meant for the country. They also look at how interpretations of Oliver Cromwell have changed over time, and why that might be the case.

Enquiry 9: How did the Industrial Revolution change Britain? (CHANGE AND CONTINUITY)

Students look at how Britain changed in this period and its impact.

Enquiry 10: Should apologize for empire? (SOURCE ANALYSIS, DIVERSITY, INTERPRETATIONS)

## ADDITIONAL INFORMATION

- Pupils will be able to enter History competitions in Y7 and Y8 where they will have the chance to create a Castle and a Trench project.
- A day trip to the Battlefields of WW1 is offered to pupils studying WW1 in Year 8.
- There will be an opportunity for Y8 to hear the testimony of a Holocaust survivor.

## YEAR 8

Enquiry 1: What should Billy Joel have included in 'We Didn't Start the Fire'? (SIGNIFICANCE)  
Pupils bring the song 'We Didn't Start the Fire' up to date using events they can justify as historically significant.

Enquiry 2: How far can we generalize about the experiences of African slaves? (DIVERSITY)  
Students consider the diversity of experiences of people captured for slavery including researching life before enslavement, work on plantations and slave resistance and uprisings.

Enquiry 3: Who was most significant in ending the slave trade? (SIGNIFICANCE)

Students research the controversial history of the transatlantic Slave Trade and consider the action of significant abolitionists such as Wilberforce, Clarkson and Equiano.

Enquiry 4: Why did the world go to war in 1914? (CAUSATION)

Students consider the complex causes of the First World War and contemplate whether there were key turning points that could have changed the course of history.

Enquiry 5: What makes a source useful to a historian? (SOURCE ANALYSIS)

Students will consider the utility of sources for learning about life in the trenches in WW1 and the experiences of people in Haverhill at this time.

Enquiry 6: Who won votes for women? (INTERPRETATIONS)

Pupils will consider a range of interpretations of the women's suffrage cause.

Enquiry 7: Why was WW1 not the 'war to end all wars'? (CAUSATION)

Students will consider the reasons why WW1 was not the final global conflict. They will learn about the rise of Hitler and assess whether the policy of Appeasement led to another world war.

Enquiry 8: What was the most significant event of WW2? (SIGNIFICANCE)

Students will compare two major events during WW2 including the dropping of the Atomic bomb. They will then compare the significance of these events and argue for the most significant.

Enquiry 9: How best should we remember the Holocaust? (SIGNIFICANCE)

Students will learn about this emotive subject, allowing them time to consider the experiences of people who were affected. Students will also consider the consequences of the Holocaust in the context of other genocides and design a memorial to commemorate the Holocaust.

Enquiry 10: How did people's experiences of the Cold War differ? (DIVERSITY)

Students compare the experiences of people living on different sides of the Iron Curtain during the Cold War including challenging and constructing generalisations about life during the Cold War.