



Putteridge
High
School

Extended Learning

History

Years 7 & 8



Putteridge
High
School

History

Year 7 - Autumn Term



Extended Learning Opportunities

Subject: History

Year: 07

Term: Autumn 1

Topic: Why did William win at Hastings?

Learning Objectives

- To identify the contenders to the throne in 1066 and decide who should be the new King of England.
- To explore and recall the events of the Battle of Stamford Bridge.
- To decide which army was best prepared for the Battle of Hastings
- To identify the main events of the Battle of Hastings.
- To evaluate and rank the reasons for the Norman victory.
- To use sources to explain how the last Anglo Saxon King of England died.

Extended Learning Opportunities

- Read 'Stormin Normans' Horrible Histories by Terry Deary
- Visit the place where the Battle of Hastings took place, for information visit <http://www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/>
- Watch the Horrible Histories Wicked William the Conqueror Special (Series 6, Episode 3)
- Draw and colour your own Bayeux Tapestry to tell the story of the Norman Invasion
- Visit a Battle of Hastings re-enactment
- Find out more about this topic using BBC Bitesize http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/1066_norman_conquest/revision/1/



Extended Learning Opportunities

Subject: History

Year: 07

Term: Autumn 2

Topic: What was life like in medieval England?

Learning Objectives

- To explain how William the Conqueror used the Feudal System, Castles, terror and the Domesday Book to control England.
- To analyse the effectiveness of William's methods of controlling England.
- To explain the difference between motte & bailey and stone castles.
- To analyse methods of attacking and defending castles.
- To identify the symptoms of the Black Death.
- To explain why the Black Death spread so quickly.
- To explain and illustrate medieval beliefs on the cause of and treatment for the Black Death.
- To reach a judgement on the impact of the Black Death in England.

Extended Learning Opportunities

- Find out more about Medieval Castle and search a range of castles you could visit here <http://www.english-heritage.org.uk/learn/histories/medieval-castles>
- You could visit Berkhamsted Castle for free to see the remains of a Medieval motte and bailey castle or Warwick Castle
- Read 'Everything Castles: Capture These Facts, Photos, and Fun to Be King of the Castle! (Everything) Paperback', by Crispin Boy
- Visit the Tower of London
- Design your own castle with a mixture of Medieval and modern features – how would you make sure your castle had excellent defences but also had modern comforts?
- Play the Domesday Game
<http://www.nationalarchives.gov.uk/education/resources/domesday-game/>



History

Year 7 - Spring Term



Extended Learning Opportunities

Subject: History

Year: 07

Term: Spring 1

Topic: How religious were people in the Middle Ages?

Learning Objectives

- To analyse the power of the Church over the people of England.
- To explain why there was a strong belief in Heaven and Hell.
- To explain the importance of monks and nuns in medieval life.
- To analyse the reasons people had for going on Crusades.
- To identify the importance of the Holy Land to different religions.
- To explain the main events of the Third Crusade.
- To analyse the long and short term consequences of the Crusades.
- To use historical sources to reach a judgement on the significance of the Crusades for life in medieval England.

Extended Learning Opportunities

- Read Horrible Histories, Measly Middle Ages by Terry Deary
- Make your own Crusaders shield
- Find out more about the Crusades at http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/the_crusades/revision/5/
- Visit St Albans Abbey



Extended Learning Opportunities

Subject: History

Year: 07

Term: Spring 2

Topic: How difficult was it to control England in the Middle Ages?

Learning Objectives

- To explain why Henry II and Thomas Becket argued.
- To describe the events that took place in Canterbury Cathedral on 29th December 1170
- To reach a reasoned judgement on who was responsible for Becket's death.
- To use sources to analyse the reign of King John.
- To assess the short and long term significance of the Magna Carta.
- To evaluate the reasons for the Peasants' Revolt in 1381.
- To explain the main events of the Peasants' Revolt in 1381.
- To evaluate the short and long term significance of the Peasants' Revolt.

Extended Learning Opportunities

- Make your own comic book telling the story of Henry and Becket
- Complete the National Archives activities on the Magna Carta
<http://www.nationalarchives.gov.uk/education/medieval/magna-carta/>
- Watch the Horrible Histories Magna Carta Special (Series 6)
- Visit the Museum of London's Medieval exhibits
- Visit Runnymede and the Magna Carta memorials
<https://www.nationaltrust.org.uk/runnymede/features/memorials-at-runnymede>
- Find out more about all 3 topics on BBC Bitesize
http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/peasants_revolt/revision/2/
<https://www.bbc.com/education/guides/zw3wxnb/revision/4>
http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/king_john_magna_carta/revision/1/



Putteridge
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History

Year 7 - Summer Term



Extended Learning Opportunities

Subject: History

Year: 07

Term: Summer 1

Topic: How religious were the Tudor Monarchs?

Learning Objectives

- To explain why Henry VIII married so many women.
- To define the word 'Reformation'
- To categorise the reasons for Henry's break from the Catholic Church.
- To analyse sources and evaluate the reasons for the dissolution of the monasteries.
- To analyse the impact of the changes made to the Church of England by Edward VI
- To decide if Mary Tudor deserved the name 'Bloody Mary'.

Extended Learning Opportunities

- Visit Hampton Court Palace, the home of Henry VIII
- Go to a jousting re-enactment
- Read 'Lady Mary' or 'Eliza Rose' by Lucy Worsley
- Find out more about Tudor life and Henry VIII here <http://www.tudorbritain.org/>
- Research Tudor food and create a menu for the Tudors, you could start your research here <https://www.hrp.org.uk/hampton-court-palace/history-and-stories/tudor-food-and-eating/#gs.YInFMvk>
- Read 'Henry VIII's wives, My Royal Story' by Alison Prince



Extended Learning Opportunities

Subject: History

Year: 07

Term: summer 2

Topic: Does Elizabeth deserve the name 'Good Queen Bess'

Learning Objectives

- To explain how Elizabeth attempted to solve religious divisions in England.
- To understand why Mary, Queen of Scots, was a problem for Elizabeth.
- To analyse the reasons for the execution of Mary, Queen of Scots.
- To explain why Elizabeth was expected to marry.
- To analyse the reasons for conflict between England and Spain in 1588.
- To describe the events of the Spanish Armada.
- To evaluate the reasons for the Spanish defeat.

Extended Learning Opportunities

- Visit Hatfield House, the home of Elizabeth I, and see the rainbow portrait
- Read 'Elizabeth, My Royal Story' or 'Mary Queen of Scots, My Royal Story' by Kathryn Lasky
- Watch Horrible Histories, Series 6 Episode 4, Mardy Mary Queen of Scots
- Read the 'Terrible Tudors' Horrible Histories book by Terry Deary
- Make a play-doh model of the Spanish Armada



History

Year 8 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: History

Year: 08

Term: Autumn 1

Topic: Who was responsible for the outbreak of the English Civil War?

Learning Objectives

- To explain the origins of Bonfire Night on the 5th November.
- To analyse the long-term causes of the English Civil War.
- To explain the short-term causes of the Civil War in chronological order.
- To demonstrate knowledge on the causes of the English Civil War in a logical and coherent structure.
- To evaluate the reasons for Parliament's' victory in the Civil War.
- To reach a reasoned judgement on the trial of Charles I
- To decide if the execution of the King was popular.
- To analyse interpretations of Oliver Cromwell.

Extended Learning Opportunities

- Look at the BBC History to find out information about Guy Fawkes. Watch the clips:
http://www.bbc.co.uk/history/people/guy_fawkes
- Test your knowledge and lay the Gunpowder Plot game here:
http://www.bbc.co.uk/history/british/civil_war_revolution/launch_gms_gunpowder_plot.shtml
- Watch the BBC drama 'Gunpowder' on BBC iPlayer
- Visit a re-enactment of the Civil War. Check the following website for dates:
<http://www.ecws.org.uk/our-event-list/>
- Visit the Houses of parliament or take a virtual tour at the following website:
<https://www.parliament.uk/visiting/>
- Visit the Banqueting House to see where Charles I was executed:
https://www.hrp.org.uk/banqueting-house/explore/charles-i-s-execution-site/#gs.B_XS85c
- Visit the Cromwell museum for lots of information about Cromwell:
<https://twitter.com/MuseumCromwell>



- or look at the following website: <http://www.olivercromwell.org/wordpress/>
- Watch the film Cromwell (1970) or watch the Oliver Cromwell documentary: <https://youtu.be/yxOh4NLaCmY>
- Are you a Roundhead or a Cavalier? Visit <http://www.bbc.co.uk/guides/zwtvhv4> to choose.
- Visit the London National Army Museum to see the uniforms of both the Roundheads and the Cavaliers: <https://www.nam.ac.uk/>



Extended Learning Opportunities

Subject: History

Year: 08

Term: Autumn 2

Topic: What was the impact of the Industrial Revolution on England?

Learning Objectives

- To identify and categorise the changes that took place in England between 1750 and 1900.
- To understand the difference between the domestic system and the factory system.
- To understand how factories led to the growth of towns and to link this to Luton and the Hatting Industry in the 18th century.
- To explain why child labour was common during the Industrial Revolution
- To examine the conditions inside factories in the 18th and 19th centuries.
- To describe living conditions in towns during the Industrial Revolution.
- To identify the positive and negative impact of the Industrial Revolution on England.
- To reach an overall judgement on the impact of the Industrial Revolution on life in England.

Extended Learning Opportunities

- Visit a working mill: <https://www.massonmills.co.uk/> or <https://www.coldharbourmill.org.uk/>
- Visit the Victoria and Albert museum to see the inventions from the Industrial Revolution : <http://www.vam.ac.uk/page/i/industrial-revolution/> or visit the Museum of Science and Industry: <https://blog.msimanchester.org.uk/richard-arkwright/>
- Visit a traditional Hat maker in Luton to see how they are made: <http://www.felmakers.co.uk/open-day-at-walter-wright-a-traditional-luton-hat-factory>
- Read the article about Hat making in Luton: <https://heritagecalling.com/2013/12/10/the-hat-industry-of-luton/>
- Visit <https://www.lutonculture.com> this site has links to the Hat Factory and Wardown Park in Luton both have links to the Hat Industry in Luton.
- Visit the main Library in Luton to look at Local History information about The hat industry in Luton, these can include photographs, advertisements, Local and National Newspapers
- Watch the BBC Charles Dickens programme about child labour: <https://www.bbc.co.uk/programmes/p011mkc3>
- Watch the growth of Industry and Factory Towns in Britain: <https://www.bbc.co.uk/programmes/p018ps32>



- Use Quizlet and test your knowledge on the positive and negative effect of the Industrial Revolution: <https://quizlet.com/199309086/negative-and-positive-effects-of-the-industrial-revolution-flash-cards/>
- Watch the Children who built Victorian Britain: <https://www.youtube.com/watch?v=87eVOpbcoVo> there are three clips



History

Year 8 – Spring Term



Extended Learning Opportunities

Subject: History

Year: 08

Term: Spring 1

Topic: How tolerant was Victorian Britain?

Learning Objectives

- To describe the key features of the Triangular Trade
- To explain why countries engaged in the trade of human beings.
- To describe conditions on the middle passage.
- To assess the attitude of slave traders to the slaves.
- To analyse sources to explain conditions on the plantations.
- To explain reasons for the end of the slave trade.
- To develop an understanding of modern day slavery.

Extended Learning Opportunities

- Take a closer look at the slave trade and the Abolitionists using this website: <http://abolition.e2bn.org/index.php>
- Visit the International Slavery Museum in Liverpool: <http://www.liverpoolmuseums.org.uk/ism/slavery/triangle.aspx> or the Museum of London: <https://www.museumoflondon.org.uk/museum-london-docklands/permanent-galleries/london-sugar-slavery> or The Bristol Museum: <https://www.bristolmuseums.org.uk/m-shed/learning/bristol-transatlantic-slave-trade/>
- Read about the British attitude to others and click some of the other links: <http://revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade/articles/british-attitudes-to-others.html>
- Watch either Roots (2016) film or Roots (1977) mini series
- Look at the Abolition website: <http://www.bbc.co.uk/history/british/abolition/>
- Read an account of a meeting of the Anti Slavery Society in the Guardian: <https://www.theguardian.com/world/2018/junthi/06/meeting-of-anti-slavery-society-1829>
- Find out more about life on a plantation by visiting this website: <http://www.eyewitnesstohistory.com/plantation.htm>
- Watch what life was like on a plantation: <https://youtu.be/UYqllZ3kdrc>



Extended Learning Opportunities

Subject: History

Year: 08

Term: Spring 2

Topic: Was the British Empire a force for good or evil?

Learning Objectives

- To assess the reasons why British began to build an Empire.
- To make links between the Industrial Revolution, slavery and empire building.
- To explain the actions of the East India Company.
- To analyse the impact of the Empire on India.
- To explain why the British began to colonise countries in Africa.
- To define the term 'transportation'.
- To explain the reasons why the British colonised Australia.
- To analyse the impact of empire on the Aboriginal Australians.
- To describe the different ways the British Empire has been interpreted.
- To evaluate the impact of the British Empire on Britain
- To evaluate the impact of the British Empire on the colonies.
- To judge the overall significance of the British Empire.

Extended Learning Opportunities

- Read more about the British Empire on the BBC Bitesize website:
http://www.bbc.co.uk/bitesize/ks3/history/uk_through_time/british_empire_through_time/revision/2/
- or at the National Archives:
<http://www.nationalarchives.gov.uk/education/resources/british-empire/>
- Read Ronald Hyam's *Understanding the British Empire*. This explores some of the key themes of the Empire.
- Cook a meal using some of the spices brought from the countries in the British Empire, for example India
- Visit the Tate Gallery in London and look at the paintings of the Empire
<http://www.tate.org.uk>
- Visit the website: <http://www.bbc.co.uk/timelines/zpfyrdm> this site explains more about the British Empire and Australia



- Visit a shop that sells tea....list how many come from colonies that were in the British Empire
- Have tea in a Tea shop, pick one of the teas from the colonies
- What legacy has the British Empire left behind?. Watch the clip to find out <https://www.bbc.com/education/clips/zh4pb9q>



History

Year 8 – Summer Term



Extended Learning Opportunities

Subject: History

Year: 08

Term: Summer 1

Topic: The early 20th century

Learning Objectives

- To analyse evidence to reach a judgement on who was responsible for The Titanic disaster.
- To explain and link the main causes of World War One.
- To identify the main features of trench warfare.
- To explain and analyse the main physical and emotional experiences of soldiers in the trenches.
- To decide if conscription was necessary.
- To identify and explain reasons for the Allied victory in World War One.
- To analyse various interpretations of history on World War One.
- To identify the key features of the Treaty of Versailles.
- To decide if the Treaty of Versailles was fair.
- To assess the significance of the role of women during the war.
- To evaluate the reasons for women winning the vote in 1918.

Extended Learning Opportunities

- Check out some local history by visiting the Bedfordshire and Hertfordshire Regiment Gallery at Wardown House museum and Gallery
- Learn some of the stories about Luton at war by visiting <http://www.worldwar1luton.com/>
- Visit the eyewitness to History site to develop your knowledge on World War One. <http://www.eyewitnesstohistory.com/w1frm.htm>
- Click here to learn about the role of Hatfield House during World War One. <http://www.hatfield-house.co.uk/house-park-garden/history/hatfield-during-ww1/>
- World War One veteran Harry Patch lived until the age of 111. Find out more of his story here <http://www.bbc.co.uk/guides/zpmthyc>
- Find out about the role of women in World War One here <http://www.bbc.co.uk/guides/z9bf9j6>
- Use iwonder interactive guides to find out more on World War One. There are numerous clips available on this site. <http://www.bbc.co.uk/schools/0/ww1/>



- Use quizlet to test your knowledge on World War One. <https://quizlet.com/16693915/world-war-1-test-flash-cards/>
- In London? Visit the First World War Galleries at the Imperial War Museum. <https://www.iwm.org.uk/events/first-world-war-galleries> or visit the National Army Museum in Chelsea. <https://www.nam.ac.uk/plan-visit/galleries>
- Up North? Visit the 'Lest We Forget' exhibition at IWM North (Manchester) <https://www.iwm.org.uk/events/lest-we-forget>
- Explore World War One at the National Archives. <http://www.nationalarchives.gov.uk/first-world-war/>
- Visit the National Archives bookshop for a variety of war books for children (Books available for older children and adults too). Visiting the website will allow you to read a synopsis and a review of each book to choose the best ones for you. <http://bookshop.nationalarchives.gov.uk/Books-for-Children/Books-about-the-World-Wars/>
- *War Horse* by Michael Morpurgo is perhaps one of the most well known stories from World War One. find out about the book here <https://www.michaelmorpurgo.com/book/war-horse/> or fancy a trip to the theatre? <http://www.warhorseonstage.com/>
- There are numerous movies that depict many of the events and indeed the horrors of World War One. Recommended movies include *All Quiet on the Western Front* (1979), *Warhorse* (2012), *Flyboys* (2006), *Lawrence of Arabia* (1969), and *Journey's End* (2017).
- Combine History with English and impress Mrs Hamilton-Reay by studying some World War One poetry. <https://www.poetryfoundation.org/articles/70139/the-poetry-of-world-war-i>
- Explore your own family history. Speak to Grandparents or other relatives. Find out if they have stories of their own relations or their own Grandparents from World War One. Is there any World War One memorabilia in the attic or in storage?
- Going on holiday to France? Seek out Mr Callard in C6 to find out about the WW1 battlefields in Northern France and Southern Belgium.
- Learn more about women's struggle for voting rights here <http://www.bbc.co.uk/bitesize/higher/history/britsuff/vote/revision/2/> and here <https://www.museumoflondon.org.uk/museum-london/whats-on/votes-women-museum-london>
- Check out this guide published by the Guardian to see if there are any events to mark the centenary of women's suffrage near you <https://www.theguardian.com/travel/2018/jan/31/centenary-votes-for-women-anniversary-events-parades-exhibitions-suffragette-pankhurst>



Extended Learning Opportunities

Subject: History

Year: 08

Term: Summer 2

Topic: The second half of the 20 century.

Learning Objectives

- To identify and explain some reasons for Hitler's rise to power in Germany.
- To evaluate the main causes of World War Two.
- To assess the arguments for and against appeasement.
- To decide if Dunkirk was a defeat or victory for the British.
- To explain the significance of the Battle of Britain.
- To analyse the impact of the Nazi defeat in Russia.
- To assess the significance of the D-Day landings.
- To evaluate the arguments for and against the dropping of the atomic bombs.
- To describe some of the main achievements on the Home Front during World War Two.
- An introduction to a study of the Holocaust.
- To explain why there was a Cold War.
- To assess the significance of the Empire Windrush.

Extended Learning Opportunities

- A trip to The Imperial War Museum in London provides a fantastic opportunity to develop your knowledge on World War Two by visiting the numerous galleries dedicated to World War Two. Discover how ordinary people in London coped with war <https://www.iwm.org.uk/events/a-family-in-wartime>.
- The story of the Nazi persecution of the Jews and other groups can be experienced at the harrowing Holocaust Exhibition. IWM recommends this for children aged 14 and over. <https://www.iwm.org.uk/events/the-holocaust-exhibition>
- A trip to the IWM in London can be supplemented by visiting the Churchill War Rooms <https://www.iwm.org.uk/visits/churchill-war-rooms> Here you can experience the hidden underground home of the British Government during WW2. Visiting HMS Belfast <https://www.iwm.org.uk/visits/hms-belfast> will allow you to explore life on board a WW2 Royal Navy Warship. Discover the history of the Royal Air Force at the RAF Museum in London <https://www.rafmuseum.org.uk/london/>



- Outside of London the IWM at Duxford allows you to explore a variety of aircraft from the 20th century. You might even be lucky enough to catch an air show.
<https://www.iwm.org.uk/visits/iwm-duxford/airshows>
- Pop up the road to discover if the code-breakers of Bletchley Park shortened World War Two. <https://bletchleypark.org.uk/visit-us> Here you can also take the opportunity to combine History with Science, Maths and Computing. A great day out in a fantastic Victorian Estate.
- On holiday in Europe? Come ask your history teacher about places to explore in France, Germany, Amsterdam, Prague and Poland before you go.
- Challenge yourself to complete some of the WW2 learning activities on the National Archives website. <http://www.nationalarchives.gov.uk/education/worldwar2/index-of-resources/western-europe/>
- Find out about the experiences of war in Luton and Bedfordshire at <http://www.bbc.co.uk/history/ww2peopleswar/categories/c1108/>
- Find out about the evacuated children of WW2 at <https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>
- Combine History with Food Technology by experiencing a recipe from WW2. How good are your cooking skills? <http://www.countrylife.co.uk/food-drink/victory-in-the-kitchen-easy-wartime-recipes-to-try-149921> or <http://cookit.e2bn.org/historycookbook/index-20-world-war-2.html>
- Read to expand your knowledge by choosing a book from the Imperial War Museum bookshop [http://www.iwmshop.org.uk/category/929/Second World War](http://www.iwmshop.org.uk/category/929/Second_World_War) or by visiting the National Archives Bookshop at <http://bookshop.nationalarchives.gov.uk/Books-for-Children/Books-about-the-World-Wars/> Clicking on the book will allow you to view a synopsis of each book, so you can choose the best one for you.
- There are some amazing 'golden oldie' movies that will give you some very factual representations of World War Two. Some of the highly recommended ones include *Battle of the Bulge (1965)*, *Tora! Tora! Tora! (1970)*, *Battle of Britain (1969)*, *The Longest Day 1962*, *A Bridge Too Far (1977, cert 15)*, *The Guns of Navarone (1961)*, *The Bridge at Remagen (1969)*, *The Bridge on the River Kwai* and *the Great Escape (1963)*.
- If you prefer your movies with CGI! Here are a few more modern ones, but some of these may require parental viewing first, so take heed of the certificate. *Saving Private Ryan (1998, cert 15)*, *Dunkirk (2017, cert 12A)*, *Enemy at the Gates (2001, cert 15)*, *Hacksaw Ridge (2016, cert 15)*, *The Boy in the Striped Pyjamas (2008)*, *Schindler's List (1993, cert 15, there is a school's version online)*, *The Pianist (2002, cert 15)* and *Darkest Hour (2017)*.
- There are other movies that depict famous historical events from the 20th century (again some will require parental guidance) *Thirteen Days (2000)* and *Bridge of Spies (2015)* give a representation of the Cold War, *JFK (1991, cert 15)* deals with the assassination of JFK, *Mandela, Long walk to Freedom (2013)* provides an insight into the life of Nelson Mandela, *World Trade Center (2006)* recounts the horrors of 9/11 and *Apollo 13 (1995)* deals with an ill-fated space voyage.
- The **Discovery Channel** (Sky 125, Virgin 250, BT 322) and the **History Channel** (Sky 130, Virgin 270) are both excellent providers of History education. View the TV guide to search



for interesting programmes. Look out for *World War Two in Colour*, *The Vietnam War* and *WWII Lost films* amongst a wide variety of historical programmes.

- Visit the Quizlet website to test your knowledge on WW2 and other historical events from the 20th century. <https://quizlet.com/69164196/world-war-2-flash-cards/>
- Find out how the Windrush shaped modern Britain by visiting <https://www.bbc.co.uk/news/uk-43782241>