



History Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>SoW: What travelled the Silk Roads?</u></p> <p>KNOWLEDGE: Students gain a knowledge of the concepts of trade, economy, culture and politics.</p> <p>UNDERSTANDING: Why did the Silk Roads have an impact on World History?</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to begin to explain the significance of the Silk Roads.</p> <p><u>SoW: What can Artefacts tell us about the Past?</u></p> <p>KNOWLEDGE: Students gain a knowledge of the life of Anglo-Saxons and Vikings through objects.</p> <p>UNDERSTANDING: What is the difference between historians and archaeologists? What can objects tell us about the past?</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to begin to make inferences about the past from sources.</p>	<p><u>SoW: What was the human cost of sugar?</u></p> <p>KNOWLEDGE: The development and impact of the Slave Trade on Britain and the wider world</p> <p>UNDERSTANDING: The importance of sugar and other luxury goods as a driving force behind the enslavement of millions of Africans in the pursuit of profit. The lasting legacy of slavery has continued to impact British society today..</p> <p>DISCIPLINARY KNOWLEDGE: Students to explain the significance of the Slave Trade to the development and wealth of Britain in the past.</p>	<p><u>SoW: How to be a Dictator?</u></p> <p>KNOWLEDGE: The concepts of Dictatorship, Democracy, Fascism and Communism. The key features of a Dictator.</p> <p>UNDERSTANDING: How Mussolini, Hitler and Stalin deployed propaganda and terror to control their countries and establish dictatorships.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain at least two reasons to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned judgement..</p>	<p><u>SoW: Crime and Punishment 1000- present day</u></p> <p>KNOWLEDGE: Describing key crimes, punishments and aspects of law enforcement 1000-1700.</p> <p>UNDERSTANDING: Be able to understand who was responsible for law enforcement in each period, how and why this changed and how the purpose of punishments and definitions of criminality changed during this period.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain at least two reasons to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned, balanced, judgement as to the extent to which they agree or disagree.</p> <p><u>SoW: Crime and Punishment 1700-present day</u></p> <p>KNOWLEDGE: Describing key crimes, punishments and aspects of law enforcement 1000-1700.</p> <p>UNDERSTANDING: Be able to understand who was responsible for law enforcement in each period, how and why this changed and how the purpose of punishments and definitions of criminality changed during this period.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain at least two reasons to support and reject a historical interpretation (and begin to explain</p>	<p><u>SoW: Germany 1919-1939</u></p> <p>KNOWLEDGE: Students learn about the impact of World War and the establishment of the Weimar Republic. The Rise of Hitler and the Nazi Party and life in Germany under Nazi rule.</p> <p>UNDERSTANDING: To be able to understand how the Nazis were able to come to power in Germany and overthrow democracy. To assess the impact of Nazi rule on Germany and how life changed for various groups including; women, youth, minorities and Jews.</p> <p>DISCIPLINARY KNOWLEDGE: Students need to be able to analyse sources and interpretations to evaluate their utility and make judgements on them.</p>



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				others) before reaching a reasoned, balanced, judgement as to the extent to which they agree or disagree. Be able to explain a reason for change or continuity in the nature of crime, punishment law enforcement.	
Autumn 2	<p><u>SoW: Was 1066 a disaster for everyone?</u></p> <p>KNOWLEDGE: Gain knowledge of Anglo-Saxon society and role of monarch and church. Understand the different claimants in the succession crisis of 1066 and how William won the Battle of Hastings.</p> <p>UNDERSTANDING: Why the church and the monarch were significant in Medieval England. Understanding the significance of an heir. Understand why William won the Battle of Hastings. How William changed the role of the monarch to increase his control.</p> <p>DISCIPLINARY KNOWLEDGE: They will be able to explain three claims to the English throne in 1066 and why Explain one reason why William won the Battle of Hastings. The impact of the Norman Conquest on Anglo-Saxon England.</p>	<p><u>SoW: Why is the Empire the lens through which the world views Britain?</u></p> <p>KNOWLEDGE: The historical arguments given for the building of the British Empire. The impact of the Empire on different colonies and the historical lens through which it is looked at today</p> <p>UNDERSTANDING: The importance of having an empire for Britain.</p> <p>DISCIPLINARY KNOWLEDGE: Students to judge the utility of a source for a historical enquiry based on its content and provenance with use of own knowledge to assess</p>	<p><u>SoW: What was the experience eof World War Two?</u></p> <p>KNOWLEDGE: Describing key events of the Second World War, and Churchill's leadership.</p> <p>UNDERSTANDING: Be able to explain why events such as Stalingrad, the Battle of Britain and D Day were significant and why American used nuclear weapons against Japan.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain at least two reasons to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned judgement as to the extent to which they agree or disagree.</p>	<p><u>SoW:Anglo-Saxons Normans 1060-1088</u></p> <p>KNOWLEDGE: Understanding of key aspects of life in Anglo Saxon England and the Norman Conquest.</p> <p>UNDERSTANDING: The extent and significance of the changes to life in England following the Norman invasion, and the impact this had on English History.</p> <p>DISCIPLINARY KNOWLEDGE: Students need to be able to explain key features of the period. Explain how or why an event occurred Evaluate a statement of judgement on the period using evidence</p>	<p><u>SoW: Superpower Relations 1941-1991</u></p> <p>KNOWLEDGE: Describe the increasing tensions between the USA and USSR after World War Two..</p> <p>UNDERSTANDING: The significance of the clash between capitalism and communism. The rising tensions 1941-1958. The Cold War Crises 1958-1970, and the end of the Cold War 1970-1991.</p> <p>DISCIPLINARY KNOWLEDGE: To be able to explain the consequences of key events in the Superpower Relations. To provide an analytical narrative of a series of events and explain the significance of key events.</p>
Spring 3	<p><u>SoW: How has nature impacted History?</u></p> <p>KNOWLEDGE: The impact of climate change on humans through time. That the weather has had a major impact on historical events.</p> <p>UNDERSTANDING: How climate change has led to increasing or</p>	<p><u>SoW: Why was the 18th century the Age of Revolution?</u></p> <p>KNOWLEDGE: The historical concept of Revolution. The reasons the 18th century saw multiple revolutions.</p> <p>UNDERSTANDING: The causes, events and impact of the American</p>	<p><u>SoW: What do Photographs tell us about The Holocaust?</u></p> <p>KNOWLEDGE: Escalating treatment of Jews in Germany and the long term consequences of the Holocaust.</p> <p>UNDERSTANDING: The extent and significance of this act of genocide;</p>	<p><u>.SoW:Anglo-Saxons Normans 1060-1088</u></p> <p>KNOWLEDGE: Understanding of key aspects of life in Anglo Saxon England and the Norman Conquest.</p> <p>UNDERSTANDING: The extent and significance of the changes to life</p>	<p><u>SoW: Superpower Relations 1941-1991</u></p> <p>KNOWLEDGE: Describe the increasing tensions between the USA and USSR after World War Two..</p> <p>UNDERSTANDING: The significance of the clash between</p>



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	<p>decreasing populations? What has been the impact of the changing relationship between nature and mankind?</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain the change and continuity of nature's impact over a 1000 year period.</p>	<p>Revolution. The causes, events and impact of the French Revolution. The causes, events and impact of the Haitian Revolution. The causes, events and impact of the Taiping rebellion</p> <p>DISCIPLINARY KNOWLEDGE: Students to explain the causes and impacts of Revolutions.</p>	<p>why some people deny the Holocaust and whether the world truly learned from this event.</p> <p>DISCIPLINARY KNOWLEDGE: Students to judge the utility of a source for an historical investigation.</p>	<p>in England following the Norman invasion, and the impact this had on English History.</p> <p>DISCIPLINARY KNOWLEDGE: Students need to be able to explain key features of the period. Explain how or why an event occurred Evaluate a statement of judgement on the period using evidence</p>	<p>capitalism and communism. The rising tensions 1941-1958. The Cold War Crisis 1958-1970, and the end of the Cold War 1970-1991.</p> <p>DISCIPLINARY KNOWLEDGE: To be able to explain the consequences of key events in the Superpower Relations. To provide an analytical narrative of a series of events and explain the significance of key events.</p>
Spring 4	<p><u>SoW: Could Medieval Monarchs do whatever they wanted?</u></p> <p>KNOWLEDGE: Key events of the murder of Thomas Becket. The changing importance of the church in the later Middle Ages. The Black Death and Peasants Revolt. Magna Carta and the rule of King John. The power of Edward I and the 'She-Wolf', Isabella of France.</p> <p>UNDERSTANDING: How there was conflict between church and state over power. Understand the significance of the Magna Carta in limiting the power of the monarch, and the impact of the Black Death on England.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to agree or disagree to an extent with an historical interpretation and give reasons to support and/or reject.</p>	<p><u>SoW: Was the Industrial Revolution 'Liberty's Dawn'?</u></p> <p>KNOWLEDGE: Describe key features of the Industrial Revolution, as well as examples of protest during this period.</p> <p>UNDERSTANDING: The extent to which the Industrial Revolution changed Great Britain both short term and long term. Understand why working class people began to protest and how these protesters were treated.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to judge the validity of an historian's interpretation. Providing evidence and explanations to support and reject before making a reasoned conclusion.</p>	<p><u>.SoW: What was the Black British Civil Rights Movement?</u></p> <p>KNOWLEDGE: Aspects of racism in twentieth century America. Key features and figures of the Civil Rights Movement as well as the Black Power Movement. To know about the impact of British figures in the 1960s such as Darcus Howe and Len Johnson.</p> <p>UNDERSTANDING: How prevalent racism was in the southern states in the twentieth century. The impact of different figures in the fight for equality in Britain including the Bristol Bus Boycott, and the Mangrove Nine.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to explain at least one reason to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned judgement as to the extent to which they agree or disagree.</p>	<p><u>SoW: Germany 1919-1939</u></p> <p>KNOWLEDGE: Students learn about the impact of World War and the establishment of the Weimar Republic. The Rise of Hitler and the Nazi Party and life in Germany under Nazi rule.</p> <p>UNDERSTANDING: To be able to understand how the Nazis were able to come to power in Germany and overthrow democracy. To assess the impact of Nazi rule on Germany and how life changed for various groups including; women, youth, minorities and Jews.</p> <p>DISCIPLINARY KNOWLEDGE: Students need to be able to analyse sources and interpretations to evaluate their utility and make judgements on them.</p>	<p><u>Revision</u></p>



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<p>Summer 5</p>	<p><u>SoW: Who were the Tudors?</u></p> <p>KNOWLEDGE: Key hallmarks of the reign of each Tudor monarch. Changes to religion under each monarch. The contribution of recorded Black Tudors.</p> <p>UNDERSTAND: The significance of religion during the Early Modern Period. The challenges faced by female monarchs. How the role of a monarch develops during this period. The hidden history of the Black Tudors.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to evaluate sources about the past to comment on the content, context and provenance.</p>	<p><u>SoW: What was the experience of World War One?</u></p> <p>KNOWLEDGE: Key causes of the Great War, as well as how it was fought, including the key events of the Somme and impact of soldiers from across the Commonwealth.. Key features of life on the Homefront including the treatment of those who refused to fight.</p> <p>UNDERSTANDING: The key causes of the Great War, and how it changed attitudes toward conflict and the Home Front.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to write a narrative account of a key issue in chronological order with links between different events. Be able to explain at least one reason to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned judgement as to the extent to which they agree or disagree.</p>	<p><u>SoW: Was the Nuclear Bunker in Worsely needed?</u></p> <p>KNOWLEDGE: What is a Cold War? The key causes and events of the Korean War, Vietnam War, Cuban Missile Crisis and the space race.</p> <p>UNDERSTANDING: The significance of the clash between capitalism and communism, why Vietnam and Koeran were so significant, why there was a space race.</p> <p>DISCIPLINARY KNOWLEDGE: Be able to write an explanation of the significance of the Cold War and the key events</p>	<p><u>SoW: Germany 1919-1939</u></p> <p>KNOWLEDGE: Students learn about the impact of World War and the establishment of the Weimar Republic. The Rise of Hitler and the Nazi Party and life in Germany under Nazi rule.</p> <p>UNDERSTANDING: To be able to understand how the Nazis were able to come to power in Germany and overthrow democracy. To assess the impact of Nazi rule on Germany and how life changed for various groups including; women, youth, minorities and Jews.</p> <p>DISCIPLINARY KNOWLEDGE: Students need to be able to analyse sources and interpretations to evaluate their utility and make judgements on them.</p>	
<p>Summer 6</p>	<p><u>SoW: Was Stuart England a Deviland?</u></p> <p>KNOWLEDGE: Describe the Gunpowder Plot, reign of Charles, Key events of the Civil War, reign of Cromwell and the restoration of the monarchy.</p> <p>UNDERSTAND: Why there was a change in attitudes to the role of a monarch and a desire for the people to have more power. Understand the impact of Cromwell's reign on the people of England.</p> <p>DISCIPLINARY KNOWLEDGE:</p>	<p><u>SoW: What was the experience of World War One?</u></p> <p>KNOWLEDGE: Key causes of the Great War, as well as how it was fought, including the key events of the Somme and impact of soldiers from across the Commonwealth.. Key features of life on the Homefront including the treatment of those who refused to fight.</p> <p>UNDERSTANDING: The key causes of the Great War, and how it changed attitudes toward conflict and the Home Front.</p> <p>DISCIPLINARY KNOWLEDGE: Be</p>	<p><u>SoW: How do Historians Work?</u></p> <p>KNOWLEDGE: Recalling the study of Norman England. Assessing in depth the events of 1066 applying disciplinary historical knowledge to think like an historian in preparation for GCSE study</p> <p>UNDERSTANDING: Why was there a succession crisis? How did the Normans control England? How did the Normans change England?</p> <p>DISCIPLINARY KNOWLEDGE: Students will be able to evaluate the extent to which they agree or disagree with an historical</p>	<p><u>SoW: Germany 1919-1939</u></p> <p>KNOWLEDGE: Students learn about the impact of World War and the establishment of the Weimar Republic. The Rise of Hitler and the Nazi Party and life in Germany under Nazi rule.</p> <p>UNDERSTANDING: To be able to understand how the Nazis were able to come to power in Germany and overthrow democracy. To assess the impact of Nazi rule on Germany and how life changed for various groups including; women, youth, minorities and Jews.</p>	



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	Explaining reasons for key events and describing these key historical events in specific accurate detail.	able to write a narrative account of a key issue in chronological order with links between different events. Be able to explain at least one reason to support and reject a historical interpretation (and begin to explain others) before reaching a reasoned judgement as to the extent to which they agree or disagree.	interpretation.	DISCIPLINARY KNOWLEDGE: Students need to be able to analyse sources and interpretations to evaluate their utility and make judgements on them.	