

History Curriculum Plan

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>SoW: How have different societies impacted on Britain pre 1066?</u></p> <p>KNOWLEDGE: Students gain a basic knowledge of Roman Democracy and society, Viking society.</p> <p>UNDERSTANDING: Why Romans, Vikings and Anglo-Saxons came to settle in Britain.</p> <p>SKILLS: Students will be able to begin to explain one reason why each group settled in England. Categorise push and pull factors.</p> <p><u>SoW: The Norman Conquest</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>SKILLS: 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.</p> <p>Explain one way that the Domesday Book, Feudal System and castles were used to help William run England.</p>	<p><u>SoW: Empire and abuse of power. (AMERICA)</u></p> <p>KNOWLEDGE: The key countries in the British Empire and life in colonial America. The key causes of the American War of Independence. The key features of the slave trade and experience of both African Americans and impact of the Empire on countries around the world.</p> <p>UNDERSTANDING: The importance of having an empire for Britain. Causes of the war of independence. The experience of slavery. How, even after abolition racism was a serious issue in America and the legacy of the Empire on the world</p> <p>SKILLS: 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 accuracy/typicality.</p> <p>Be able to explain at least one reason to support and reject a historical interpretation before reaching a reasoned judgement as to the extent to which they agree or disagree.</p>	<p><u>SoW: The Second World War</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>SKILLS: 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: 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>SKILLS: 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: American West</u></p> <p>KNOWLEDGE: Describe the migration West across the continent by the USA to stretch from East to West Coast. To know the challenges faced in migration and the treatment on Native Americans in the movement West.</p> <p>UNDERSTANDING: Why the US wanted to expand West and the problems faced in both travelling and settling West in the early 1800s.</p> <p>To understand how problems with settlement were solved and migration was encouraged by the government. Understand the lifestyle of the Plains Indians and their treatment during migration.</p> <p>SKILLS: To be able to explain the consequences of key events in migration. To provide an analytical narrative of a series of events and explain the significance of key migration events.</p>

Autumn 2	<p><u>SoW: Why did people go on crusade?</u></p> <p>KNOWLEDGE: The key events of four Crusades. The role of the church in daily life. Reasons why people went on Crusade.</p> <p>UNDERSTANDING: Significance of religion in Medieval life. The concept of Holy War.</p> <p>SKILLS: Be able to comment on the utility of a source using either provenance or own knowledge.</p> <p>Explain a reason why people went on crusade.</p> <p>Explain the purpose of a Doom Painting.</p>	<p><u>SoW: French Revolution</u></p> <p>KNOWLEDGE: Life in France in the Industrial Revolution, and key causes, events and consequences of the French Revolution.</p> <p>UNDERSTAND: Why France became a republic, why the revolution failed and why the government in Britain were concerned about a similar revolution.</p> <p>SKILLS: Be able to write fluently, and in chronological order and make links between different events. Be able to clearly explain how specific causes lead to specific outcomes.</p> <p><u>SoW: What was the impact of the Industrial Revolution on the people of Britain?</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>SKILLS: Be able to judge the utility of a source based on its content, provenance and/or own knowledge. Be able to explain at least one reason to support and reject a historical interpretation before reaching a reasoned judgement as to the extent to which they agree or disagree.</p>	<p><u>SoW: The Second World War</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>SKILLS: 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: 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>SKILLS: 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. Be able to explain a reason for change or continuity in the nature of crime, punishment law enforcement.</p>	<p><u>Germany</u></p>
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Spring 3	<p><u>SoW: The Middle Ages</u></p> <p>KNOWLEDGE: Key events of the murder of Thomas Beckett. 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.</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>SKILLS: 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: 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.</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 and why others such as Malcolm X and the Black Panthers rejected integration.</p> <p>SKILLS: 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: 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; why some people deny the Holocaust and whether the world truly learned from this event.</p> <p>SKILLS: Students to judge the utility of a source for a historical</p>	<p><u>Anglo-Saxons Normans</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>SKILLS: 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>	<u>Germany</u>
Spring 4	<p><u>SoW: Tudors</u></p> <p>KNOWLEDGE: Key hallmarks of the reign of each Tudor monarch. Changes to religion under each monarch.</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.</p> <p>SKILLS: Be able to write fluently, and in chronological order. Be able to assess how provenance impacts source utility.</p>	<p><u>SoW: The Great War</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 leaders such as Ludendorff and Haig. 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>SKILLS: 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: The Cold War</u></p> <p>KNOWLEDGE: What is a Cold War? The key casues 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>SKILLS: Be able to write a narrative account of a key issue in chronological order with links between different events with some explanation of their significance.</p>	<u>Anglo-Saxons Normans</u>	<u>Germany/Revision</u>

Summer 5	<p><u>SoW: Stuarts</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>SKILLS: Explaining reasons for key events and describing these key historical events in specific accurate detail.</p>	<p><u>SoW: The Great War</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 leaders such as Ludendorff and Haig. 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>SKILLS: 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: The Cold War</u></p> <p>KNOWLEDGE: The consequences of the Cold War and why it ended.</p> <p>UNDERSTANDING: Why the Cold War has cultural and political significance; understand why the Cold War ended.</p> <p>SKILLS: 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 accuracy/typicality</p> <p><u>SoW: Terrorist of Freedom Fighter.</u></p> <p>KNOWLEDGE: Nineteenth century examples of protest, the suffragettes and the actions and aims of the IRA.</p> <p>UNDERSTANDING: The aims of each group. Judge whether each group can be seen as terrorists and/or freedom fighters.</p> <p>SKILLS: Explain why two historians have contrasting interpretations of the Suffragette movement.</p>	<p><u>SoW: Germany</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 Part 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>SKILLS: Students need to be able to analyse sources and interpretations to evaluate their utility and make judgements on them.</p>	
Summer 6	<p><u>SoW: Stuarts</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>SKILLS: Explaining reasons for key events and describing these key historical events in specific accurate detail.</p>	<p><u>SoW: Interwar years</u></p> <p>KNOWLEDGE: Life in Russia pre and post communist revolution. Reasons why the Nazis came to power in Germany and how life changed after that; Life in Britain in the interwar years and British fascism.</p> <p>UNDERSTANDING: What communism and fascism are; Why Russia turned to extremism.</p> <p>SKILLS: 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 why Britain did not turn to dictatorship when</p>	<p><u>SoW: Terrorist of Freedom Fighter.</u></p> <p>KNOWLEDGE: The actions and aims of Al Qaeda and ISIS and the impact of terrorism on modern life.</p> <p>UNDERSTANDING: Why these organisations view themselves as freedom fighters and why they are also terrorists; societal impact of international terrorism.</p> <p>SKILLS: Students will be asked to explain at least three ways that terrorism has changed our lives today and attribute different levels of importance to each.</p> <p><u>SoW: Jack the Ripper</u></p> <p>KNOWLEDGE: The crimes of the</p>	<p><u>SoW: Germany</u></p>	

		others did.	Ripper and investigation. UNDERSTANDING: Why conditions in the Industrial Revolution made it so hard to catch a serial killer. SKILLS: Students will be able to evaluate the extent to which they agree or disagree with an historical interpretation.		
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