

History Subject Overview – Short Term Planning

Subject: History

Subject Leader: Mr Maguire

Substantive Concepts: Chronology, Beliefs, Achievement / Impact, Society, Power, Conflict.

Disciplinary Concepts: Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretation

EYFS

The EYFS framework is organised across seven areas of learning. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the 'Understanding The World' area of learning. This area is broken down into three areas – the most relevant of these being 'Past And Present'.

A foundation of Historical knowledge in our EYFS

Three and four year olds	Understanding the World (Past & Present)	* Begin to make sense of their own life-story and family's history.
Reception	Understanding the World (Past and present)	* Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. .
ELG	Understanding the World (Past and present)	* Talk about the lives of people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1

Learning Block 1 – Great Fire Of London

KS1 National Curriculum Objectives:

- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)

Lesson breakdown:

1) <u>London Past And Present</u> LO: To compare past and present London Substantive: Chronology Disciplinary: Change & continuity	2) <u>Life In The 17th Century</u> LO: To explain how people live now is different to how people lived in 1666. Substantive: Chronology / Society Disciplinary: Change & continuity
3) <u>The Events Of The Great Fire</u> LO: To order the events of the Great Fire Of London Substantive: Chronology / Society Disciplinary: Cause & consequence	4) <u>How Do We Know About The Great Fire?</u> LO: To explain how we know about the Great Fire Of London Substantive: Society / Achievements Disciplinary: Sources & evidence
5) <u>What Happened After The Great Fire?</u> LO: To explain how London changed after the Great Fire Substantive: Chronology / Society / Achievements Disciplinary: Cause & consequence, change & continuity	6) <u>What Have We Learnt About The Great Fire?</u> LO: To describe London before, during and after the Great Fire Substantives: Chronology / Society / Achievements Disciplinary: Historical significance, change & continuity

Refer to Twinkl unit: The Great Fire Of London KS1 lessons 1-6. Oak Academy resources also provided for lessons 3-5

Year 1 (Continued)

Learning Block 2 - Toys And Changes Over Time

KS1 National Curriculum Objectives:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Lesson breakdown:

1) <u>Toys Today</u> LO: To find out about toys today and explain how I can find out about the past Substantive: Chronology / Achievement / Society Disciplinary: Similarity & difference, change & continuity, sources & evidence	2) <u>Family Favourites</u> LO: To find out about toys from the past and use sources to find out about them. Substantive: Chronology / Achievement / Society Disciplinary: Similarity & difference, change & continuity, sources & evidence
3) <u>Early 20th Century Toys</u> LO: To compare toys from similar times Substantive: Chronology / Achievement / Society Disciplinary: Similarity & difference, change & continuity, sources & evidence	4) <u>Victorian Toys</u> LO: To compare Victorian toys with modern toys Substantive: Chronology / Achievement / Society Disciplinary: Similarity & difference, change & continuity, sources & evidence
5) <u>Important Changes</u> LO: To recognise how toys have changed over time Substantive: Chronology / Achievement / Society Disciplinary: Similarity & difference, change & continuity, sources & evidence, cause & consequence	6) <u>Toy Box</u> LO: To use words relating to the passing of time Substantive: Chronology / Achievement / Society Disciplinary: Similarity & difference, change & continuity, sources & evidence

Refer to Twinkl unit: Toys KS1 lessons 1-6. Additional resources can also be found on Hamilton Trust using their 'KS1 Changes Within Living Memory – Toys & Books' unit.

Year 2

Learning Block 1 - Important People In History

KS1 National Curriculum Objectives:

- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)

Lesson breakdown:

1) <u>Guy Fawkes</u> LO: To explain who Guy Fawkes was Substantive: Chronology / Achievements Disciplinary: Similarity & difference, historical significance, sources and evidence	2) <u>Florence Nightingale</u> LO: To explain how Florence Nightingale improved nursing Substantive: Chronology / Achievements Disciplinary: Historical significance
3) <u>Rosa Parks</u> LO: To understand who Rosa Parks and the impact she had Substantive: Chronology / Achievements Disciplinary: Historical significance, cause & consequence	4) <u>Queen Victoria & Queen Elizabeth I</u> LO: To find out about and compare the lives of Queen Victoria and Queen Elizabeth I Substantive: Chronology / Achievements Disciplinary: Historical significance, similarity & difference, change & continuity, cause & consequence
5) <u>Christopher Columbus</u> LO: To explore the life and achievements of Christopher Columbus Substantive: Chronology / Achievements Disciplinary: Historical significance	6) <u>Neil Armstrong</u> LO: To explore and discuss Neil Armstrong's achievements Substantive: Chronology / Achievements Disciplinary: Historical significance, sources & evidence, similarity & difference, historical interpretation, cause & consequence

Refer to Twinkl / Hamilton Trust planning and resources provided by DM.

Year 2 (Continued)

Learning Block 2 – Local History Study - Stoke On Trent

KS1 National Curriculum Objectives:

- Significant historical events, people and places in their own locality

Lesson breakdown:

<p>1) <u>What has changed in our local area?</u> LO: To know how to use books and the internet to find out more information about the past. Substantive: Chronology / Society Disciplinary: Sources & evidence, similarity & difference, change & continuity, cause & consequence</p>	<p>2) <u>The 6 towns of Stoke On Trent</u> LO: To know how to use books and the internet to find out more information about the past. Substantive: Chronology / Society Disciplinary: Sources & evidence, similarity & difference, change & continuity</p>
<p>3) <u>Why is our local area called 'The Potteries?'</u> LO: To know how the local area is different to the way it used to be a long time ago. Substantive: Chronology / Society Disciplinary: Sources & evidence, similarity & difference, change & continuity</p>	<p>4) <u>How has the landscape of our local area changed over time?</u> LO: To know how the local area is different to the way it used to be a long time ago. Substantive: Chronology / Achievement / Society Disciplinary: Sources & evidence, similarity & difference, change & continuity, cause & consequence</p>
<p>5) <u>Changes in land use – Festival Park</u> LO: To know how the local area is different to the way it used to be a long time ago. Substantive: Chronology / Achievement / Society Disciplinary: Sources & evidence, similarity & difference, change & continuity, cause & consequence</p>	<p>6) <u>John Baskeyfield</u> LO: To know about the life of a significant person from our local area. Substantive: Chronology / Achievement Disciplinary: Historical significance, sources & evidence</p>

Refer to planning provided by DM.

Year 3

Learning Block 1 - Changes in Britain from the Stone Age to the Iron Age

KS2 National Curriculum Objectives:

- Changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture

Lesson breakdown:

<p>1) <u>How Did People Survive During The Stone Age?</u> LO: To explain how people survived during the Stone Age Substantive: Chronology Disciplinary: Sources & evidence, cause & consequence</p>	<p>2) <u>What Changed For People Living In Stone Age Britain?</u> LO: To identify how life changed for people during the Stone Age Substantive: Chronology / Achievements Disciplinary: Sources & evidence, cause & consequence, change & continuity, similarity & difference</p>
<p>3) <u>Skara Brae</u> LO: To understand what was found at Skara Brae and why it is important Substantive: Achievements / Society Disciplinary: Sources & evidence, cause & consequence, historical significance</p>	<p>4) <u>How Did Life Change In The Bronze Age?</u> LO: To describe some ways in which life changed from the Stone Age to the Bronze Age Substantive: Chronology / Achievements / Society Disciplinary: Sources & evidence, cause & consequence, change & continuity, similarity & difference</p>
<p>5) <u>Becoming A Copper Child</u> LO: To understand what copper mining meant to the people of the Bronze Age Substantive: Chronology / Achievements / Society Disciplinary: Sources & evidence, cause & consequence, historical significance, similarity & difference</p>	<p>6) <u>Who Were the Celts & How Did They Make Iron In The Iron Age?</u> LO: To learn about the lives of the Celtic Tribes In Iron Age Britain Substantive: Chronology / Society / Beliefs Disciplinary: Sources & evidence, historical significance, cause & consequence, change & continuity</p>
<p>7) <u>Why Did They Build Hillforts In Iron Age Britain?</u> LO: To discover why people built hillforts in Iron Age Britain and what we know about them Substantive: Achievements / Society Disciplinary: Sources & evidence, cause & consequence, historical significance, historical interpretation</p>	

Refer to Twinkl unit: Stone Age To Iron Age LKS2 Lessons 1-2, UKS2 Lesson 2, LKS2 Lesson 4, UKS2 Lesson 3, LKS2 Lessons 6-7

Year 3 (Continued)

Learning Block 2 - Ancient Egypt

KS2 National Curriculum Objectives:

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Lesson breakdown:

<p>1) <u>Who Were The Ancient Egyptians?</u> LO: To find out about Ancient Egyptian life by looking at artefacts Substantive: Chronology / Society Disciplinary: Sources & evidence, historical significance</p>	<p>2) <u>What Was Life Like In Ancient Egypt?</u> LO: To understand what was important to people during Ancient Egyptian times Substantive: Chronology / Society Disciplinary: Change & continuity, similarity & difference, historical significance, sources & evidence</p>
<p>3) <u>Mummies</u> LO: To understand and explain the Ancient Egyptian ritual of mummification Substantive: Beliefs / Society Disciplinary: Cause & consequence, historical significance</p>	<p>4) <u>Tutankhamun</u> LO: To understand how evidence can give us different answers about the past Substantive: Power / Achievements / Beliefs Disciplinary: Sources & evidence, historical interpretation, historical significance</p>
<p>5) <u>Write Like An Egyptian</u> LO: To compare and contrast the Egyptian writing with my own Substantive: Achievements / Society Disciplinary: Similarity & difference, historical significance</p>	<p>6) <u>Egyptian Gods</u> LO: To compare and contrast the powers of different Egyptian gods Substantive: Beliefs Disciplinary: Similarity & difference, historical significance</p>

Refer to Twinkl unit: Ancient Egypt LKS2 Lessons 1-6

Year 4

Learning Block 1 - Ancient Greece

KS2 National Curriculum Objectives:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Lesson breakdown:

1) <u>Who Were The Ancient Greeks?</u> LO: To explore some of the key events during the ancient Greek period Substantive: Chronology / Society / Achievements Disciplinary: Cause & consequence, change & continuity, historical significance	2) <u>Alexander The Great's Empire</u> LO: To examine how Alexander the Great's Empire grew and the effects of this Substantive: Society / Power / Conflict / Achievement Disciplinary: Cause & consequence, change & continuity, historical significance
3) <u>Daily Life In Ancient Greece</u> LO: To research aspects of daily life and society in Ancient Greece Substantive: Society Disciplinary: Cause & consequence, similarity & difference, change & continuity, historical significance, sources & evidence, historical interpretations	4) <u>Athens & Sparta</u> LO: To make connections and contrasts between life in Ancient Athens and Sparta Substantive: Power / Society Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretations
5) <u>Gods & Goddesses</u> LO: To explore the beliefs of the Ancient Greeks Substantive: Beliefs / Society Disciplinary: Similarity & difference, sources & evidence, historical significance	6) <u>The Trojan War</u> LO: To explore what the Ancient Greeks believed about the Trojan War and how we know about their beliefs Substantive: Beliefs / Conflict / Power Disciplinary: Cause & consequence, historical significance, sources & evidence, historical interpretations

Refer to Twinkl unit: Ancient Greece UKS2 Lessons 1-4 / 7-8

Year 4 (Continued)

Learning Block 2 - Roman Empire and its impact on Britain

KS2 National Curriculum Objectives:

- **The Roman Empire and its impact on Britain.** Examples (non-statutory) could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Lesson breakdown:

1) <u>Who Were The Romans And How Did They Build Their Empire?</u> LO: To learn about where the Romans came from and how the city of Rome became the centre of an empire Substantive: Chronology / Power / Conflict / Society / Achievements Disciplinary: Sources & evidence, historical interpretations, change & continuity	2) <u>Why Did The Romans Invade Britain?</u> LO: To identify reasons why the Romans invaded Britain Substantive: Chronology / Power / Conflict Disciplinary: Cause & consequence, sources & evidence, historical interpretations, change & continuity
3) <u>Why Did The Romans Build New Roads And Towns?</u> LO: To understand why and how the Romans built new roads and towns in Britain Substantive: Society / Achievements Disciplinary: Cause & consequence, sources & evidence, historical interpretations	4) <u>Who Was Boudicca And Why Did She Lead A Rebellion?</u> LO: To understand why Queen Boudicca led a rebellion against the Romans Substantive: Conflict / Society Disciplinary: Cause & consequence, sources & evidence, historical interpretations
5) <u>Why Was Hadrian's Wall Important And Who Lived There?</u> LO: To recognise the importance of Hadrian's wall to the Romans and to learn about the lives of soldiers who lived there Substantive: Society / Achievements Disciplinary: Cause & consequence, sources & evidence, historical interpretations	6) <u>Why Do We Remember The Romans?</u> LO: To understand the lasting impact of the Roman Empire on Britain Substantive: Society / Achievement Disciplinary: Cause & consequence, sources & evidence, historical interpretations, historical significance, change & continuity

Refer to Twinkl unit: The Romans LKS2 Lessons 1-5 and 7 (skip lesson 6)

Year 5

Learning Block 1 – Vikings, Anglo Saxons & Scots

KS2 National Curriculum Objectives:

- **Britain’s settlement by Anglo-Saxons and Scots.** Examples (non-statutory) could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne.
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.** Examples (non-statutory) could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066

Lesson breakdown:

<p>1) <u>The Invaders</u> LO: To describe why, where and when the Anglo Saxons & Scots invaded Britain and identify Anglo Saxon kingdoms Substantive: Chronology / Conflict / Power Disciplinary: Change & continuity, historical significance, cause & consequence</p>	<p>2) <u>Artefacts & Culture</u> LO: To analyse and describe Anglo Saxon artefacts and explain what they can teach us about Anglo Saxon culture Substantive: Achievements / Society Disciplinary: Similarity & difference, sources & evidence, historical significance, historical interpretation</p>
<p>3) <u>Anglo Saxon Gods & Conversion To Christianity</u> LO: To explain the religious beliefs of early Anglo Saxon people and the work of those who converted Anglo Saxon people to Christianity Substantive: Beliefs / Society Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence</p>	<p>4) <u>Viking Raiders And Invaders</u> LO: To explain when and where the Vikings came from and why they raided Britain Substantive: Chronology / Conflict / Power / Society Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance</p>
<p>5) <u>Anglo Saxon And Viking Co-Existence</u> LO: To understand how the Anglo Saxons and Vikings co-existed and how England was divided Substantive: Chronology / Conflict / Power / Society Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance</p>	<p>6) <u>How Did England Become A Unified Country?</u> LO: To understand the actions of significant individuals in their efforts to unify England Substantive: Chronology / Conflict / Power Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance</p>

7) Last Anglo Saxon Kings & The Conquering Of Britain
LO: To understand how the last Anglo Saxon Kings shaped Britain and how it was conquered
Substantive: Chronology / Conflict / Power
Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance

Refer to Twinkl unit: Anglo Saxons & Scots LKS2 Lessons 1, 4, 5, 6; Vikings & Anglo Saxons LKS2 Lesson 1. For lesson 6-7 here, refer to Oak Academy Unit lessons 5 and 6.

Year 5 (Continued)

Learning Block 2 - Stoke On Trent & The Industrial Revolution

KS2 National Curriculum Objectives:

- **A local history study.** Examples (non-statutory): a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Lesson breakdown:

<p>1) <u>Introduction To The Industrial Revolution</u> LO: To understand the importance of Stoke On Trent during the Industrial Revolution Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence</p>	<p>2) <u>Stoke's Natural Resources And Early Industry</u> LO: To understand how the natural resources of Stoke On Trent contributed to industry. Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence</p>
<p>3) <u>Innovators of Stoke</u> LO: To understand the contributions and impact of important people from Stoke On Trent. Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence</p>	<p>4) <u>Life in a Factory</u> LO: To understand what life was like for workers in Stoke On Trent during the Industrial Revolution. Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence</p>
<p>5) <u>Impact on Society</u> LO: To understand how the Industrial Revolution changed society. Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations</p>	<p>6) <u>Stoke's Legacy</u> LO: To understand the impact and legacy of Stoke On Trent's achievements. Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations</p>

Refer to planning provided by DM.

Year 6

Learning Block 1 - World War Two

KS2 National Curriculum Objectives:

- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.** Examples (non-statutory): the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.

Lesson breakdown:

<p>1) <u>Outbreak Of World War 2</u> LO: To understand the events leading up to the outbreak of World War 2 Substantive: Chronology / Conflict / Power / Society Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance</p>	<p>2) <u>The Battle Of Britain And The Blitz</u> LO: To understand the significance of the Battle of Britain and the Blitz Substantive: Chronology / Conflict / Power / Society Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance</p>
<p>3) <u>The Blitz And Pearl Harbour</u> LO: To understand the significance of the Blitz in the context of other important events in World War 2 Substantive: Chronology / Conflict / Power / Society Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretation</p>	<p>4) <u>Evacuee Experiences In Britain</u> LO: To understand how our knowledge of the impact of the war is constructed from a range of sources Substantive: Society / Conflict Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretation</p>
<p>5) <u>The Role Of Women</u> LO: To understand the importance of World War 2 on the changing role of women Substantive: Chronology / Conflict / Power / Society / Achievements Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretation</p>	<p>6) <u>How World War 2 Ended & Significant Events</u> LO: To understand how World War 2 ended and reflect on significant events Substantive: Chronology / Conflict / Power / Society / Achievements Disciplinary: Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretation</p>

Refer to DM resources for lessons 1-5. Twinkl unit World War 2 UKS2 has additional resources for lessons 1-2 / 4-5. For lesson 6, refer to Twinkl unit World War 2 UKS2 lesson 6 and Oak Academy World War 2 unit lesson 8.

Year 6 (Continued)

Learning Block 2 - Ancient Maya Civilisation

KS2 National Curriculum Objectives:

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Lesson breakdown:

<p>1) <u>Meeting The Maya</u> LO: To understand the chronological context of the Maya Substantive: Chronology / Society / Achievements Disciplinary: Change & continuity, similarity & difference, historical significance, sources & evidence</p>	<p>2) <u>Comparing Achievements (Maya & Viking)</u> LO: To identify Maya achievements and compare them with other cultures Substantive: Chronology / Society / Achievements Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations</p>
<p>3) <u>Religion And Gods</u> LO: To understand the religious beliefs of Maya people Substantive: Beliefs / Society Disciplinary: Similarity & difference, sources & evidence, historical significance</p>	<p>4) <u>Comparing Housing (Maya & Viking)</u> LO: To compare and contrast Maya and Viking housing Substantive: Society / Achievements Disciplinary: Similarity & difference, sources & evidence, historical significance, historical interpretations</p>
<p>5) <u>Mayan Writing</u> LO: To understand and explain the Mayan writing system and how words are constructed Substantive: Society / Achievements Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations</p>	<p>6) <u>Exploration & Discovery</u> LO: To identify and use a range of evidence and sources to understand more about the Maya civilisation Substantive: Chronology / Society / Achievements Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations</p>

Refer to Twinkl unit: Maya Civilisation for lesson 1, 3, 5 & 6. Additional resources from Hamilton Trust and DM can also be used here. For lessons 2 and 4, refer to DM resources.

Year 7

Term	Curriculum
Autumn 1	<p><u>What is history?</u> Chronology and sources. These topics are taught and tested. Rationale: all students have the basics and language needed to access the rest of the year's topics. We then begin our detailed study of medieval England, topics include: England in the 1060's. The life and times of Edward the confessor, the succession crisis, competing contenders and the Battle of Hastings. Rationale: this draws down knowledge needed at GCSE and allows us the use the skills taught in the first 6 lessons. Students also get to understand how this is a turning point in history.</p>
Autumn 2	<p><u>A new England?</u> The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' e.g. castle building, harrying of the north, Hereward, Feudalism and Domesday. Rationale: students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060.</p>
Spring	<p><u>Medieval England (Religious beliefs / The Crusades)</u> We then look at medieval religious beliefs through the eyes of the people (Church and Doom paintings) before moving onto the Crusades. Rationale: students understand the lives of ordinary people before studying the motives behind the crusades and debates surrounding this. This also enables us to consider the medieval world beyond Britain</p>
Summer 1	<p><u>Beckett and Henry, Bad King John and Magna Carta. Black Death and Peasants revolt.</u> This term is spend doing a series of detailed investigations. Beckett and Henry, Bad king John and Magna Carta. Black Death and Peasants revolt. Rationale: each of these topics will see students use a range of historian skills and also introduces new concepts such as economics and politics.</p>
Summer 2	<p><u>Medicine, Crime & Punishment, War Of The Roses</u> Medicine, Crime and punishment. Rationale:. The intention is to cover topics that allow both to draw down from GCSE (Crime) and allow a wider world study e.g. the comparison of the Islamic and Christian world though medicine</p> <p>Wars of the Roses. Rationale: This final piece provides the bridge between Y7 and Y8 giving students a secure knowledge-based start to Y8 via their knowledge of the end of the middle ages and the start of the Tudor period</p>