



## ATS History Curriculum

Components					
<b>Significance-</b> understanding what makes people and events in the past important	<b>Causation-</b> explaining the reasons behind key events in history	<b>Evidence-</b> Understanding the importance of using evidence to explain the past accurately	<b>Enquiry-</b> Asking questions to explore the past. To think critically and evaluate the past carefully	<b>Interpretations-</b> Understanding and being able to explain that people view individuals and events in the past differently	<b>Consequence-</b> Understanding how events and people change the past. To understand the changes and consequences brought about by the past

Year group	Topics/Units	Knowledge	Skills	Vocabulary
<b>N</b>	Development Matters	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family and friends.	<b>Significance</b> Begin to make sense of their own life-story and family's history  <b>Evidence</b> Look at familiar photos from the past. What can they see? Who is in the photos? What are they doing?	Past People Family Events
<b>R</b>	Understanding the World	Discussing our families, recounting fun experiences in our past. Look at our school grounds and the history/ changes in our school. Explore and compare castle homes to our homes (Dragons	<b>Significance</b> Begin to make sense of their own life-story and family's history <b>Evidence; Significance</b> Comment on images of familiar situations in the past	Now Then Before

		<p>and Castles)</p> <p>Explore festivals and family traditions from different cultures (e.g. Chinese New Year; Diwali)</p> <p>Look at the life/ experience of historical figures such as Neil Armstrong/ Tim Peake (Space) and Guy Fawkes</p> <p>Transport - changes over time - comparing and contrasting past and present</p>	<p><b>Similarity &amp; Difference</b></p> <p>Compare and contrast characters from stories including figures from the past</p> <p>Explain how they themselves have grown and changed.</p> <p>Compare fire and police services from the past and present as well as modes of transport</p> <p><b>Evidence</b></p> <p>Observing and handling artefacts in continuous provision</p>	
<p>From nursery to reception the students are progressing their understanding of the concept of the past and what the study of the past means. This enables them to begin to build on the idea of the past as a sequence of past events and how change can be created through the study of the past</p>				
<p><b>Year 1 and 2</b></p>	<p>Changes within living memory</p>	<p>To know how shops and the high street have changed over time (community)</p> <p>To know and explain how their local area changed (community)</p> <p>To know and explain how, over time, technology had the power to change the way people lived their lives through shopping (power)</p>	<p><b>Chronology</b></p> <p>Sequencing events in their lifetime. Recalling significant dates in their lives.</p> <p><b>Continuity and Change</b></p> <p>Explaining how they have changed/ stayed the same since they were born.</p> <p>Comparing shops in the local community in the past and present. Questioning how and why they have changed.</p> <p><b>Interpretation</b></p> <p>Do they think changes in the community from the past to present are positive or negative? Identifying that people will have different opinions and asking why.</p> <p><b>Evidence</b></p>	<p>Change</p> <p>Impact</p> <p>Consequence</p> <p>Social</p> <p>Developed</p>

		Looking at pictures or hearing visitors speak about shops and shopping in the past.	
<p><b>This could be connected to the Industrial Revolution and exploring the changes that have taken place from this point up to the present day. The birth of the high street came about in the 1870's at the height of the Industrial Revolution</b></p>			
<p>The lives of significant people (Mary Anning and David Attenborough)</p>	<p>To know and explain the lives of significant people and how they lived (community)          To understand that knowledge shaped the way significant people thought and influenced what we know and do today (knowledge)          To know and explain that in the past, some women didn't always have the same rights or status as men – Mary Anning (Democracy)          To know and explain how significant people have the power and determination to help us understand more about the incredible world we live in and how to care for it better (power).          To understand that knowledge shaped the way significant people thought and influenced what we know and do today (knowledge).</p>	<p><b>Cause and Consequence</b>          Analysing events in the lives of historical figures and the impact on them and for the wider community.</p> <p><b>Interpretation</b>          Suggest how the actions of historical figures have influenced others.</p> <p><b>Significance</b>          Interpret and ask questions about the lives of others and explain the importance of their actions.</p>	<p>Legacy          Inspire          Revealed          Explore          Similar          Pioneer          Documentary          Significant          Naturalist          Expedition          Fossil</p>
<p>The lives of more significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jnr, Tim Peake)</p>	<p>To understand that knowledge shaped the way significant people thought and influenced what we know and do today (Knowledge)          To know and explain how significant people had the power and determination to change the way people thought and behaved (power)          To know and explain the lives of significant people and how they lived.(Community)</p>	<p><b>Interpretation; Significance</b>          To think about how and why historical figures are important.</p> <p><b>Cause and Consequence</b>          What was the impact of the actions and lives of historical figures? Justify and explain about short term and long term effects.</p> <p><b>Similarity and Difference</b>          Compare the lives of historical figures.</p>	<p>Orbit          Racism          Significant          Astronaut          Expedition</p>

			<p><b>Chronology</b> Sequence events and recall significant dates.</p>	
Events beyond living memory (Great Fire of London)	<p><b>Community</b> To know and explain what life was like in the community of London over 300 years ago To know and explain how communities change.</p> <p><b>Power</b> To know that people with power don't always make the right decisions. To know how significant people used what they knew to change the way we understand science or history</p> <p><b>Knowledge</b> To know how events influenced the future of what people did and how places were built.</p>	<p><b>Chronology</b> To recall significant dates and sequence events.</p> <p><b>Similarity and Difference</b> To compare the way of life, architecture and technology from the past to present (modern Britain).</p> <p><b>Interpretation</b> To explain that people in the past had different experiences and viewpoints of events.</p> <p><b>Evidence</b> To analyse and discuss primary and secondary sources and how they help understand the past.</p> <p><b>Significance; Cause and Consequence</b> To decide and analyse significant people and their actions during historical events. To discuss the impact of events and sort consequences into long and short term effects.</p>	<p>Bustling Raged Extinguished Merchant Engulfed Flammable Devoured Possessions Ineffective Doused</p>	
Significant historical events, people, places in our locality (Felixstowe)	<p><b>Community</b> To know and explain how their local area was shaped by events and people To know and explain how their local area was shaped by events</p> <p><b>Knowledge</b> To understand how the local area was shaped or changed by new</p>	<p><b>Significance</b> To recall events in a locality and discuss their impact on people and places. To discuss how and why we remember these events.</p> <p><b>Similarity and Difference</b> To enquire and use evidence to make comparisons on</p>	<p>Chronology Protected Eyewitness Defend Enemy Fort Monarch</p>	

		knowledge and inventions	<p>a town in the past and present. Think about architecture, entertainment, landscape and technology.</p> <p><b>Chronology</b> To learn dates of events and place on a timeline. To sequence events.</p> <p><b>Cause and consequence</b> To learn and enquire about the consequences of events on people, infrastructure and which consequences are long lasting.</p>	<p>Invasion Surge Harbour Flood</p>
<b>Year 3</b>	Stone Age to the Iron Age	<p><b>Community</b> To know that communities change through studying the Stone Age – Iron Age To know and explain how technology and knowledge changed the way prehistoric people lived.</p> <p><b>Knowledge</b> To know and explain how the knowledge of technology changed the way people lived through tools, farming and weapons</p>	<p><b>Chronology</b> To sort periods of time and plot on timeline. To make comparisons about duration and discuss transitions and changes between periods. To use the terms AD and BC.</p> <p><b>Evidence</b> To analyse sources and discuss how they help us to answer questions about the past.</p> <p><b>Cause and Consequence</b> To reason and conclude the significance of historical events and inventions.</p> <p><b>Similarity and Difference</b> To enquire, discuss and sort differences between periods of time, including way of life, technology and events</p> <p><b>Significance</b> To rank and justify the significance of events,</p>	<p>Ancient Community Dense Extinct Roaming Prehistory Domesticated Arid Gatherer Nomad Reared Submerged</p>

			changes, inventions and evidence.	
	Rome and the impact on Britain	<p><b>Knowledge &amp; Civilisation</b> To know and explain how knowledge of technology, maths and building helped shaped civilisations To know and explain how the knowledge of rules and laws helped shape and control communities and civilisations</p> <p><b>Invasion</b> To know and explain what caused leaders to invade other places To know and explain how power, knowledge and technology helped leaders invade and forcibly take places.</p> <p><b>Power</b> To know and explain how power is connected to knowledge, technology and trade.</p> <p><b>Civilisation &amp; Democracy</b> To know and explain how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things</p>	<p><b>Evidence</b> To analyse sources and discuss how they help us to answer questions about the past.</p> <p><b>Similarity and Difference</b> To make connections and compare historical events, way of life and inventions with modern day Britain. To analyse the impact of historical events on how we live our lives today. To make links and explain similarities and differences between civilisations (Celts and Romans)</p> <p><b>Chronology</b> To use terms AD and BC when creating timelines. To know and recall significant dates. To sequence events and justify reasoning.</p> <p><b>Cause and Consequence</b> To discuss, hypothesise, rank and justify reasons for historical events such as invasions.</p> <p><b>Continuity and Change; Significance; Interpretation</b> To research and hypothesise impact of changes of laws, technology, language, religion and way of life in the past and present. To understand multiple points of view on these changes and discuss why. To discuss changes which were sustained and why. To discuss which groups of people may have benefited from changes and who may not have.</p>	Previously Conquered Rebellion Luxurious Culture Settlement Amphitheatre Emperor Aqueducts Invasion Barbarian Forum
<p>Studying the stone age to the iron age and then moving onto the Romans enables students to understand progression between key chronological periods. This enables students to understand the key concepts of change, causation and enquiry into the impact of these periods and the changes brought about</p>				

	Revisit 'changes in Britain from the Stone Age to the Iron Age			
<b>Year 4</b>	Britain's settlement by Anglo-Saxons and Scots	<p><b>Invasion</b> To know and explain what caused leaders to invade other places, such as wanting to control resources.</p> <p><b>Knowledge</b> To know and explain how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. To know and explain how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons</p> <p><b>Community</b> To know and explain that communities can be made up from different people from a wide range of places through migration, invasion and settlement</p> <p><b>Power</b> To understand the power to make change. For example, communities, language and farming.</p>	<p><b>Cause and Consequence</b> To discuss, hypothesise, rank and justify reasons for historical events such as invasions.</p> <p><b>Chronology</b> To plot historical events on a timeline. To sequence events and make decisions about the significance of these events.</p> <p><b>Evidence</b> To look at a range of sources and analyse their importance at helping to answer questions about the past.</p> <p><b>Continuity and Change</b> To enquire, research, list and analyse the changes within a historical period such as religion, laws and way of life.</p>	Abandoned Defenceless Dominant Missionary Pagan Reliant Heptarchy Laden Sporadic Vanquish Viewpoint Migration
<b>Year 3 and 4 Chronological progression made between these studies as the Anglo Saxons invaded Britain once the Romans left Britain around 410 AD although many Anglo Saxons had come to Roman Britain as warriors employed by the Roman army and settlers framing the land</b>				
	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p><b>Power</b> To know and explain the reasons why people exerted force and power over others.</p> <p><b>Knowledge &amp; Invasion</b> To know and explain how the knowledge of warfare helped the Viking raids and invasions be successful</p>	<p><b>Evidence</b> To look at a range of sources and analyse their importance at helping to answer questions about the past. To discuss the importance of using a variety of sources.</p>	Repelled Tapestry Confessor Converted Legend

		<p>To know and explain how power, knowledge and technology helped leaders invade and forcibly take places and resources from others</p> <p><b>Democracy</b></p> <p>To know and explain how leaders ruled communities, kingdoms and civilisation</p>	<p><b>Significance</b></p> <p>To ask questions and research about how people in the past lived. To make connections about landscape/ environment and lifestyles.</p> <p><b>Cause and Consequence</b></p> <p>To discuss, hypothesise, rank and justify reasons for historical events such as invasions. To research and explain the consequences.</p> <p><b>Continuity and Change</b></p> <p>To enquire, research, list and analyse the changes within a historical period such as religion, laws and way of life.</p>	<p>Brutality Heathen Chronicle Chieftain Fjord Manuscript Ousted</p>
<p><b>This unit is progressed and built upon much further through the study of year 7 unit 2 The Norman conquest of England- exploring the challenges to the throne but also how the Normans successfully invaded and controlled England</b></p>				
Ancient civilisation - Egypt		<p><b>Democracy &amp; Civilisation</b></p> <p>To know and explain about hierarchies within communities, kingdoms and civilisations</p> <p>To know and explain the causes and effects that led to civilisations rising and falling</p> <p>To know and explain how leaders ruled communities, kingdoms and civilisations</p>	<p><b>Similarity and Difference</b></p> <p>To compare two ancient civilizations (Sumer and Indus)</p> <p><b>Significance; Evidence</b></p> <p>To ask questions about the past and research/ evaluate evidence to help answer questions.</p> <p>To evaluate historical inventions and events and their effects on civilizations past and present.</p> <p>To use a range of sources and analyse their importance in helping answer questions about the past.</p>	<p>Colossal Stability Society Civilisation Irrigation Mysteriously Funerary Hieroglyphs Artefact Pillaged Obelisk Pharaoh</p>



			<p><b>Continuity and Change</b> To research, enquire and evaluate historical changes through a period of time and justify their conclusions/ ranking of significance.</p>	
Year 5	Ancient Greece	<p>To know and explain: how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons (knowledge) how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire (invasion) what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts (invasion) that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis (invasion) how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empire (civilisation) the causes and effects that led to civilisations, kingdoms rising and falling (civilisation) how leaders ruled civilisations through early democracy in Athens (democracy)</p>	<p><b>Chronology</b> To plot and compare the three Ancient Greek periods on a timeline.</p> <p><b>Enquiry</b> To identify and enquire about the difference between beliefs of two ancient civilisations (Greek and Roman) To identify and sort similarities and differences between Greek city-states</p> <p><b>Continuity and Change; Significance</b> To compare and make links with events in ancient history and the world we live in today. To enquire why certain laws, rules, events are still in place and to evaluate 'legacy'. To hypothesise alternative events.</p> <p><b>Evidence</b> To use a range of sources and evaluate their effectiveness and reliability to help answer questions about the path.</p>	<p>Democracy Honour Phenomenal Deteriorated Armoured Oppressive City-state Tyrant Sanctuary Tactical Valiantly Unified</p>
	<p>Studying the Ancient civilisations enables students to better understand chronology and progress their understanding of chronology of these periods and assess changing ideas and ways of living between these 2 periods</p>			
	Comparison study – Maya and Anglo-Saxons	<p>To know and explain: the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's</p>	<p><b>Interpretations</b> To compare and contrast ancient civilisations.</p>	<p>Population Famine Descendant</p>

		<p>Christianity (community)  how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms (civilisation)  the causes and effects that led to civilisations, kingdoms rising and falling (civilisation)  how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states (democracy)</p>	<p><b>Consequence</b>  To identify, rank and evaluate historical events and their consequences.</p> <p><b>Evidence</b>  To use a range of sources for enquiry and discuss the usefulness and reliability of different sources.</p>	<p>Declining  Citizen  Native  Deforestation  Codex  Sacrifice  Astronomy  Warrior  Polytheistic</p>
<p><b>Year</b> <b>6</b></p>	<p>Local History Study -  how did conflict change our locality in World War 2?</p>	<p>To know and explain: how communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation (community)  how communities experienced segregation, racism and unfair treatment (community)  how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler's Nazi Germany (invasion)  that invasion required resources and knowledge, such as weapons, technology, armies and strategy (invasion)</p>	<p><b>Chronology</b>  To place events on a timeline and explain their significance</p> <p><b>Cause and Consequence</b>  To evaluate and explain why America joined the war and why East Anglia was heavily populated by the American military.</p> <p>To rank and justify the significance of historical events and their impact.</p> <p><b>Change &amp; continuity</b>  To hypothesise the impact of the Friendly Invasion on East Anglia  To understand and analyse short and long term effects and impact on individuals, societies, landscape, way of life and beliefs.</p> <p><b>Evidence</b></p>	<p>Altitude  Boisterous  Cemetery  Penetrate  Strategic  Supremacy  Airbase  Axis  Bombardment  Incendiary  Memorial  segregation</p>

			<p>To ask questions and evaluate a range of sources, including propaganda, and hypothesise their purpose and effectiveness as well as help answer questions about the past.</p> <p><b>Interpretation</b> To explain multiple points of view and experiences (past and present) about events and historical figures . Discuss why these might differ and if any opinions have changed over time.</p>	
<p>The study of conflict in World War Two is progressed much further through the study of year 9 unit 6 living in the past which explores further what life was like during the war and the impact and effect of war on Britain</p>				
	<p>Windrush generation</p>	<p>To know and explain: how communities and localities change through studying the ‘friendly invasion’ when USAF bases were built across Britain and the Windrush generation (community)  how communities experienced segregation, racism and unfair treatment (community)  that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration (community)  how power is connected to knowledge, technology and trade – it can be used positively or negatively (power)  how the power to build and change communities positively, such as the Notting Hill carnival, happened (power)  how the Windrush generation fought for their democratic rights to live in the UK (democracy)</p>	<p><b>Chronology</b> To sort and events and connect with prior learning of events occurring at the same time: British Empire and links to slavery.</p> <p><b>Causation and Significance</b> To connect and link historical events as well as cause and consequence (WW2 and windrush pioneers)</p> <p><b>Evidence</b> To use a range of sources to evaluate and justify contributions made by the Windrush generation to Britain and society.</p> <p><b>Cause and Consequence</b> To enquire and reason why Windrush pioneers left to settle in Britain.</p>	<p>Intolerance  Immigrate  Prejudice  Colony  Emigrate  Discrimination  Racism  Segregation  diversity  Disembarked  Demobilised  Iniquitous</p>

			<p><b>Change and Continuity</b>          To compare and identify lifestyles, community and environment in Jamaica and Britain between 1940-50          To analyse the impact of historical events on modern Britain.</p> <p><b>Interpretation</b>          To explain multiple points of view and experiences (past and present) about events and historical figures . Discuss why these might differ and if any opinions have changed over time.</p>	
<p>The Windrush movement is explored further in year 8 unit 6 when students study the Black history of Britain unit which has a lesson which further builds students knowledge of the Windrush movement</p>				

	<p>Changing Power of Monarchs</p>	<p>To know and explain:          how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, such as William the Conqueror or Henry VIII (power)          how the decisions and actions of leaders can create both powerful or unstable and poor civilisations or kingdoms (power)          the reasons why people exerted force and power over others, such as Henry VIII's decision to create the Church of England and dissolve the monasteries (power)          how different kings and queens ruled and controlled power (democracy)          how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms (democracy)</p>	<p><b>Evidence</b>          To use historical sources and draw out evidence from them when explaining the past          Using evidence to explain the past          Evaluation of sources- asking questions of sources- who? What? When? Why?          Understanding why we get different interpretations of the past</p> <p><b>Cause and Consequence</b>          To justify and present a significant event in a monarch's reign.          Explain the cause of that event and the consequence.</p> <p>To sort and analyse events caused          Elizabeth I's war with Spain. What were the Consequences?</p> <p><b>Significance</b>          To research, enquire and justify the impact and significance of monarchs to Britain,</p>	<p>Lucrative          Prosperity          Republic          Plundered          Arrogant          Duplicitous          Aristocracy          Monastery          Dissolution          Privateers          Industrialization          Annulment</p>
<p>Year 7 unit 5 students study a unit called 'power and protest'. This unit covers the changing power of the medieval monarchy from 1066 to 1485 and the idea of protest and challenge to the medieval monarchy is explored</p>				
<p>Year</p>	<p>7,1 Unit 1: What is</p>	<p>To understand how we study the past chronologically</p>	<p><b>Enquiry</b> - to be able ask questions and use evidence</p>	<p>BC,</p>

7	<b>History? - introduction to key historical skills students will use in the secondary phase</b>	<p>To understand the skills required when enquiring into the past</p> <p>To understand how to use sources and the questions to ask of sources</p> <p>To understand what the term significance means in History and how we measure the significance of a person/event in the past</p>	<p>to explore and explain the past</p> <p><b>Chronology</b>- being able to put events, people periods in the correct order</p> <p><b>Evidence</b> To use historical sources and draw out evidence from them when explaining the past Using evidence to explain the past Evaluation of sources- asking questions of sources- who? What? When? Why?</p> <p><b>Interpretation</b> Understanding why we get different interpretations of the past</p>	<p>AD Century, Periods Enquiry Evidence Evaluation Sources Sources Primary Secondary Questions Evaluation Inference</p>
<p><b>This unit builds on the early work established in reception and year 1 in terms of being able to talk about and explain the past. In these early years they understood what is meant by the past. Now as they enter year 7 they revisit this and understand how to study the past, the skills required and how to communicate like an historian</b></p>				
	<b>7.2 Unit 2: Conflict and Control: The Norman conquest of England</b>	<p>To understand what England was like in 1066</p> <p>To explore the leadership crisis the emerged as a result of Edward the Confessors death</p> <p>To investigate the events and turning points of the Battle of Hastings</p> <p>To assess the problems facing William when he became king</p> <p>To understand why William built many castles</p> <p>To look at how the Feudal system worked</p> <p>To analyse the significance of the Domesday book</p> <p>To understand the changes brought about by the Norman conquest of England</p>	<p><b>Causation</b> Knowledge and understanding of the events of 1066 Causation-the ability to explain the causes of the Battle of Hastings and why William was able to win the Battle of Hastings</p> <p><b>Interpretation</b> Understanding different interpretations of the Norman conquest- why we get different views on the Battle of Hastings and the kind of king Wiliam was</p> <p><b>Significance</b> the ability to explain the importance of key events within the Norman conquest of England</p>	<p>Viking Ango Saxon Succession crisis Battle of Stamford Bridge <b>Battle of Hastings</b> Motte and Bailey castle Feudal system Bishop Lord Baron Villein Domesday book Anglo-Saxon Chronicle</p>

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This unit connects to the unit studied in year 4 when students study Britain's settlement by Anglo Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor . The unit will begin with students understanding the Saxon control and rule over England by 1066. Links to Britain and how it has been shaped by 1066 can be further built in to improve progression and connections to previous learning

	<p><b>7.3 Unit 3: Living in the past: Life in medieval England</b></p>	<p>To understand what we mean by the medieval period          To explore what medieval Norwich looked like          To explore the lives of peasants          To understand how crimes were punished in medieval times          To understand why religion was important in everyday medieval life          To understanding mediaeval medical understanding and medieval treatment          To understand what the Black Death was          To analyse the impact the Black Death had</p>	<p><b>Enquiry skills</b>          Using evidence to explore and be able to explain life in medieval England ; source analysis- using, handling asking questions of different sources to explore the past</p> <p><b>Interpretation skills</b>          Looking at different views of life in medieval England and why we get different views e.g of the Black Death .</p>	<p>Tithe          wattle and daub          croft (land)          pottage          holy days (holidays)          Demesne          Villeins          Lord          Hue and Cry          Tithing          Watch and Constable          Stocks          Trial by ordeal          Purgatory          Doom Paintings          Pilgrimage          Heaven          Hell          Bubonic plague          pneumonic plague          Social impact of Black Death          Economic impact of the Black DEath</p>
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This unit focuses on life in mediaeval times making connections to kingship and society. How society is shaped by the Feudal system and what life was like. Connections can be made to how society was structured and organised in the students study of Ancient Egypt, Greece and Rome (Year 4 and 5). Understanding life in medieval times and how society was structured is a theme and idea picked up when students study the Tudors ( year 7) and in year 10 when exploring the Great Chain of Being

	<b>7.4 Unit 4: Beliefs and Attitudes: The Crusades</b>	<p>Know when the Crusades happened.  How the Crusades were viewed by different people.  Explore the journey that people faced when going on a Crusade  To understand what it was like to fight in a Crusade  To understand that the Crusades wasn't all fighting  To be aware that the Crusades led to 2 civilisations learning from each other</p>	<p><b>Analysis and Causation</b>  Reasons why the Crusades were fought</p> <p><b>Interpretation skills</b>  How different people viewed the crusades  Using sources</p> <p><b>Enquiry</b>  Using evidence to explore key events of the Third Crusade for examples</p> <p><b>Significance</b>  Assessing the importance of the Crusades and what Christians and Muslims learnt from each other</p>	<p>Islam  Christianity  Saracens  Pope Urban II  Holy Land  wars of the cross  Infidel  Pilgrim  Pilgrimage  Significance  warfare, technology, new products and inventions</p>
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This unit enables students to understand the important role of religion upon people and their actions. Through the study of ancient civilisations this idea would have been developed e.g Rome and it's impact on Britain in year 3 and in year 5 Ancient Greece and the Maya and Anglo Saxons. This unit explores religious conflict but also what different societies learnt from each other

	<b>7.5 Unit 5: Power and Protest: The changing power and challenges the monarchy faced 1066 to 1485</b>	<p>To gain a bigger picture of the power of the monarchy throughout medieval times  To understand the challenges to the power throughout medieval times  To explore the case study of King John and the Magna Carta  To assess the significance of the Magna Carta  Explore how and when Parliament was set up  To explore the events of the Peasants Revolt  To consider how serious the peasants challenge to the kings power really was</p>	<p><b>Causation</b>  Reasons why the power of the monarchy changed 1066 to 1485</p> <p><b>Evidence</b>  Using evidence to explain the changing power of the monarchy</p> <p><b>Interpretations</b>  Exploring how different events are interpreted differently e.g Magna Carta, Peasants Revolt</p>	<p>Monarchy  Kingship  Chronology  Magna Carta  Absolute power  Barons  Feudal system  Barons  Parliament  Poll Tax  Revolt</p>
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This unit seeks to build and extend on a year 6 unit on Changing Power of Monarchs. This unit will develop further threads and ideas introduced in this year 6 unit on how different kings and queens ruled and controlled. The reasons for changes to the power of the monarchy are developed. This unit then enables further progression of study in year 8 when looking at challenges to the power of the monarchy with the Gunpowder plot and the study of Charles I, Parliament and the English Civil war



	<b>7.6 Unit 6: Changing Relationships: The Tudors</b>	<p>Gain a more chronological overview and understanding of the Tudor period</p> <p>To explore some of the key features of the reign of Henry VIII- particularly the Break with Rome</p> <p>The dissolution of the monasteries</p> <p>Explore how Mary I's changed religious relationships and her actions as queen</p> <p>To assess whether her nickname 'Bloody Mary' is a fair one</p> <p>Understand why the relationship between England and Spain changed</p> <p>Analyse the causes of the Spanish Armada</p> <p>Explore the events of the Spanish Armada</p>	<p><b>Causation</b></p> <p>Analysing and explaining key reasons behind events e.g Henry VIII's break with Rome, Mary's treatment of Protestants, Elizabeth and the Spanish Armada</p> <p><b>Evidence</b></p> <p>Using sources as evidence</p> <p>Assessing the significance of key events</p>	<p>Period - in the wider context of chronology of British history</p> <p>Catholic</p> <p>Renaissance</p> <p>Dissolution</p> <p>Monasteries</p> <p>Significance</p> <p>Protestant</p> <p>Reformation</p> <p>Armada</p>
<p><b>This unit builds on the previous unit of power and protest in year 7 and the changing power of the monarchy in year 6. It also enables progression in the idea of the importance of religion enabling students to understand the impact of the Break with Rome</b></p>				
<b>Year 8</b>	<b>8.1 Unit 1: What is History? The study of the Gunpowder plot</b>	<p>To develop the students chronological understanding of the Gunpowder plot</p> <p>To complete an enquiry into the events of the Gunpowder plot</p> <p>To connect the Gunpowder plot to the wider challenges to the changing power of the monarchy</p> <p>To decide whether the Gunpowder plotters were framed or not</p>	<p><b>Evidence</b></p> <p>source analysis (Nature, Origin, Purpose, Context, Utility and Reliability)</p> <p><b>Causation</b></p> <p>Explaining why the Gunpowder plot took and analysis of why the plot failed</p> <p><b>Enquiry</b></p> <p>sing evidence and asking questions</p>	<p>Parliament</p> <p>Catholicism</p> <p>Protestant</p> <p>Plotters</p> <p>Terrorism</p> <p>Treason</p> <p>Torture</p> <p>Confession</p> <p>Execution</p> <p>Framed</p>
<p><b>This unit enables further progression in the understanding of the challenges that the monarchy faced and the importance of religion in society. The idea of people and groups protesting against the monarchy has been studied in year 7 unit 5 exploring the Barons and the Magna Carta and the Peasants Revolt of 1381</b></p>				
	<b>8.2 Unit 2: Power and Protest: Charles I and</b>	<p>To think about the bigger picture of studying Charles I and the changing power of the monarchy</p>	<p><b>Evidence</b></p> <p>Using sources- source analysis (Nature, Origin,</p>	<p>Monarchy</p> <p>Kingship</p>

	<p><b>the English Civil war</b></p>	<p>To understand the relationship breakdown between Charles I and Parliament          To explore what it was like to live and fight in the Civil War          To look at the effects of the Civil on the English people          To understand the significance of the trial and execution of Charles I</p>	<p>Purpose, Context, Utility and Reliability)  <b>Causation</b>          Explain why things happen  <b>Enquiry</b>          Using detailed knowledge and writing clearly          Thinking about different views in the past</p>	<p>Power          Protest          Parliament          Divine Right of Kings          Dissolution          Royalist          Parliamentarians          Neutrals          Treason          Charges          Trial          Justice          Commission          Death Warrant</p>
<p><b>This unit progresses the students thinking further in terms of their understanding of power and protest towards the monarchy in the form of Parliament. This links to the establishment of Parliament students studied in year 7 unit 5. This unit builds further understanding of the challenges to the power of the monarchy from year 8 unit and the study of the Gunpowder plot</b></p>				
	<p><b>8.3 Unit 3: Living in the past: The Industrial Revolution</b></p>	<p>Understand what is meant by the 'revolution'          To build a better picture of how the revolution changed Britain          To understand the impact the Industrial Revolution had on the lives of the British people          To understand how work, transport all changed as a result of the Industrial Revolution          To look at the social impact of the Industrial Revolution- urban living, poverty, crime</p>	<p><b>Evidence</b>          Using sources- source analysis (Nature, Origin, Purpose, Context, Utility and Reliability)  <b>Causation</b>          Explain why things happen  <b>Evidence</b>          Using detailed knowledge and writing clearly  <b>Interpretations</b>          Thinking about different views in the past</p>	<p>Revolution          Change          Industry          Technology          Social          Economic          Urbanisation          Rural          Opportunity          Overcrowding          Disease          Conditions          Railways          Poverty          Workhouse</p>

Capital crimes

This unit builds on the students early unit in year 1 and 2 'Changes within living memory' where students explored how, over time, technology had the power to change the way people lived their lives. They would have explored this on a local level. This unit builds on that by understanding how the Industrial Revolution has shaped the modern Britain and bringing about great social, economic and political change

**8.4 Unit 4: Conflict and Control: The British Empire**

The different causes of empire building  
To understand how Britain built an empire  
To know what Britain gained from different countries within her empire  
To look at how the different groups of people were treated under the British empire  
To understand the overall impact of Britain's empire upon shaping Britain  
To decide if our British empire was something we should be proud of

**Causation**

Explaining why things happen e.g the rise of the British empire

**Evidence**

Using sources

**Interpretations**

Using detailed knowledge and writing clearly

**Interpretation**

Thinking about different views in the past

Empire  
Economic  
Political  
Military  
Raw materials  
Control  
Social  
Trade  
Materials  
Protection  
Rebellion  
Revolt  
Migration  
Slavery  
Changes  
Legacy  
Achievement

This unit directly builds on unit 1 on the Industrial Revolution enabling students to understand how the growth of the British empire fuelled the Industrial Revolution. This unit also makes students further understand the impact of the British empire upon society and creating greater diversity within the British empire

	<p><b>8.5 Unit 5: Beliefs and Attitudes: The Slave Trade</b></p>	<p>To understand that Africa had a rich History before slavery          To understand the reasons why Britain became involved in the slave trade          To look at how the trade of African slaves worked          To understand the dangers and horrors of the middle passage          o explore what life was like for slaves beyond plantations          exploring the idea that not all enslaved Africans worked as domestics or field labourers          To explore slave resistance          To understand how attitudes towards slavery were changing</p>	<p><b>Causation</b>          Explaining why things happen e.g why the Slave trade developed, why Africans were chosen as slaves</p> <p><b>Evidence</b>          Using detailed knowledge and writing clearly</p> <p><b>Interpretations</b>          Thinking about different views in the past- e.g the debate around slavery within Parliament in the 19th century          Good Historians reach their own interpretations supported with clear evidence and examples</p>	<p>Civilisation          Established          Trade          Commerce          Kingdoms          Empire          Slave          Labour          Freedom          Triangular trade route          Captured          African traders          Manufactured goods          Kidnapped          Exchanged          Middle passage          Auctions          Plantations          Field slave          House slave          Master          Resistance          Abolition          Politicians          Parliament</p>
<p><b>This unit builds directly on the previous unit of the British empire as students will understand how the slave trade grew directly out of the need to provide labour to Britain's growing empire. This will also provide links to the final unit students study on the Black migration and history of Britain unit</b></p>				
	<p><b>8.6 Unit 6: Changing Relationships: Black migration and history</b></p>	<p>To enable students to see the bigger picture of black society within Britain          To ensure students are fully aware Britain's society in the</p>	<p><b>Significance</b>          Knowledge of the bigger picture of migration of Black people from Ancient Rome to the present day</p>	<p>Prejudice          Discrimination          Race</p>

	<b>in Britain</b>	<p>past wasn't just white</p> <p>To reinforce key understanding of the changes to British society by 1900</p> <p>To introduce the students to 20th century History</p>	<p><b>Causation</b></p> <p>Analysis of why the lives and status of Black people changed throughout history</p> <p><b>Enquiry- using evidence</b></p> <p>Significance- understanding the importance of learning about Black History</p>	<p>Equality</p> <p>Migrants</p> <p>Caribbean</p> <p>Rebuild</p> <p>Racism</p> <p>Discrimination</p> <p>Diversity</p> <p>Society</p> <p>Rights</p> <p>Power</p> <p>Protest</p> <p>Warfare</p> <p>Economic</p> <p>Political</p>
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In year 1 and 2 students have looked at significant people. This unit provides the opportunity for students to further explore significant individuals in the form of significant black people's contribution to Britain's past. This unit will also progress students understanding of different societies they have explored by understanding the presence and role of Black people within society- Year 7 unit 3 and year 3 impact of Rome upon Britain as black people first arrived in Britain at the time of the Roman invasion and conquest

<b>Year 9</b>	<b>9.1 Unit 1: What is History? The study of the Titanic</b>	<p>To explore the different ways Titanic has been viewed in the past</p> <p>To link and connect the Industrial Revolution to the construction of the Titanic</p> <p>To investigate the events of the Titanic disaster</p> <p>To decide who was to blame for the Titanic disaster</p>	<p><b>Enquiry- using evidence</b></p> <p><b>Causation-</b> Analysing reasons behind the Titanic disaster</p> <p><b>Interpretations-</b> exploring different interpretations of the Titanic disaster</p> <p><b>Interpretations</b></p> <p>Judgement- reaching a decision as to who was to blame for the Titanic disaster</p>	<p>Titanic</p> <p>Industrial Revolution</p> <p>Tragedy</p> <p>Lifeboats</p> <p>Safety features</p> <p>voyage</p> <p>Atlantic</p> <p>Enquiry</p> <p>Government</p> <p>Blame</p>
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This unit progresses and builds on the students' study in year 8 of the Industrial Revolution with students understanding that the construction of the Titanic was only made possible because of the engineering and technology advances of the Industrial Revolution. The idea of society and structure of society further developed as Titanic embodied Victorian attitudes towards class shown in the classes of luxury created within Titanic

	<b>9.2 Unit 2: Power and Protest: The study of the French Revolution</b>	<p>Understand what the term 'revolution' means</p> <p>To understand what France was like before the revolution</p> <p>Understand the causes and events of the French Revolution</p> <p>To analyse the wider significance of the French Revolution</p>	<p><b>Enquiry- using evidence</b></p> <p><b>Causation-</b> Analysing reasons behind the start of the French Revolution</p> <p><b>Interpretations</b> skills- exploring different views of Louis XVI</p> <p><b>Significance</b> of the French Revolution and it's wider impact beyond France</p> <p><b>Evidence</b></p> <p>Using detailed knowledge and writing clearly</p> <p>Using sources</p>	<p>Revolution</p> <p>Change</p> <p>Power</p> <p>Protest</p> <p>Three Estates</p> <p>Absolute</p> <p>Divine Rule</p> <p>Monarchy</p> <p>Clergy</p> <p>Nobility</p> <p>Inequality</p> <p>Poverty</p> <p>Treason</p> <p>Execution</p> <p>Terror</p> <p>Significance</p>
<p><b>This unit builds on the students' understanding of the idea of power and protest looked at in year 6 and 7. This further widens understanding that across countries and different societies the power of the monarchy was being challenged. Clear link and progression to Charles I and the English civil war studied in Unit 2 in year 8</b></p>				
	<b>9.3 Unit 3: Changing Relationships: The causes and events of World War One</b>	<p>To understand what Europe was like at the beginning of the 20th century</p> <p>To understand the causes of the First World War</p> <p>To examine the nature of fighting in the trenches of World War One</p> <p>To understand what it was like to be a soldier living and fighting in the trenches</p> <p>To understand some of the experiences of Black soldiers in World War One</p> <p>To understand the consequences of the signing of the Treaty of Versailles</p>	<p><b>Enquiry- using evidence</b></p> <p><b>Causation-</b> Analysing reasons behind the start of the First World War</p> <p><b>Interpretations</b> skills- exploring different viewpoints of soldiers within the war</p> <p><b>Evidence:</b> Using sources- (Nature, Origin, Purpose, Context, Utility and Reliability)</p> <p>Using detailed knowledge and writing clearly</p>	<p>Schlieffen Plan</p> <p>Allies</p> <p>Trench warfare</p> <p>Stalemate</p> <p>Western Front</p> <p>Front line</p> <p>Environment</p> <p>Conditions</p> <p>Injuries</p> <p>Shell shock</p> <p>Weapons</p> <p>Battles - Somme</p> <p>Breakthrough</p>

				Victory Peace Treaty- Versailles Remembrance
<p>This unit enables further progression in the understanding of the contribution of black people to Britain's past through the study of Walter Tull and his impact. This unit enables students to further understand relationships between countries and causes of conflicts which they have explored studying the Crusades in year 7 and the British empire in year 8</p>				
<b>9.4 Unit 4: Conflict and control: The interwar years and causes of World War Two</b>	To understand the conditions that led to Stalin and Mussolini and Hitler's rise to power To explore the effects of World War One and the Treaty of Versailles upon Germany To understand the causes of World War One	<b>Enquiry- using evidence</b> <b>Causation-</b> Analysing reasons behind the causes of the Second World War <b>Using sources-</b> (Nature, Origin, Purpose, Context, Utility and Reliability) Using detailed knowledge and writing clearly	Dictatorship Freedom Democracy State control Fascism Communism Depression Appeasement Revenge Invasion Declaration	
<p>This unit enables students to progress their understanding of how World War's legacy was the beginning of the road to World War Two. Students look at Hitler's rise to power within Germany which they study in paper 3 Germany 1919-1939 in year 11</p>				
<b>9.5 Unit 5: Beliefs and Attitudes: The Holocaust</b>	To understand what life was like for Jewish people in a range of countries before the war began To connect with personal accounts and human stories behind the Holocaust To be able to define and explain what the Holocaust was To understand the reasons behind Hitler's persecution of Jewish people To understand the different stages of persecution during the Holocaust	<b>Enquiry-</b> explaining the correct definition of the Holocaust, causes of the Holocaust <b>Interpretations=</b> exploring Hitler's views towards Jewish people <b>Evidence</b> Using sources to explore and explain the events of the Holocaust <b>Significance-</b> understanding the importance of learning about the Holocaust	Communities Integrated Jewish Faith Anti-Semitism  Scapegoat Prejudice Discrimination Propaganda Persecution	

				Final Solution Death camps Zyklon B Transportation Gas Genocide
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This unit builds on students previous knowledge and understanding of Hitler learnt in unit 3. This unit examines Nazi german attitudes towards Jewish people and minority groups which is later explored and developed further in year 11 when students study Paper 3 Germany 1919-1939. Students also explored the idea of persecution of Jewish people before Hitler came to power with the skeletons in the well mystery studied as part of the what is history skills unit studied in unit 1 year 7

<b>9.6 Unit 6: Living in the past: Life in Britain during the Second World War</b>	<p>To understand how the war impacted upon Britain and it's people</p> <p>Understand what the 'Blitz' was and how it affected the people of Britain</p> <p>To understand how the war affected different groups of people</p> <p>Understand the key events of World War Two</p> <p>Understand why World War Two was so significant and why it should never be forgotten</p>	<p><b>Interpretations-</b> thinking about different views in the past</p> <p><b>Evidence</b> and sources (Nature, Origin, Purpose, Context, Utility and Reliability)</p> <p><b>Consequence</b></p> <p>Good Historians understand how things changed/stayed the same</p> <p><b>Evidence</b></p> <p>Using detailed knowledge and writing clearly</p> <p><b>Significance</b></p> <p>Knowledge of the bigger picture of the Second World War</p>	<p>Rationing</p> <p>Evacuation</p> <p>Protection</p> <p>Home Guard</p> <p>Blitz</p> <p>Protection shelters</p> <p>Conscription</p> <p>Blitzkrieg</p> <p>Dunkirk</p> <p>Evacuation</p> <p>Bombing</p> <p>D-Day</p> <p>Normandy</p> <p>Atomic bomb</p> <p>Hiroshima</p> <p>Nagasaki</p>
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This unit builds on the wider knowledge that students have learnt in year 6 Local History Study - how did conflict change our locality in World War 2? This unit will help widen and progress knowledge further of how Britain was impacted upon by the wider conflict of the Second World war. This unit will also enable students to compare the Second World war to the First World war they studied in unit 3 of year 9



<p><b>Year</b> <b>10</b></p>	<p>Paper 1 Medicine 1250 to the present day and Historic environment medicine in World War One</p> <p>Paper 2 American West 1835-1895</p> <p>Paper 2 Henry VIII and his Ministers 1509-1540</p>	<p>Changes and developments in understanding of medicine from the Ancient world to the present day</p> <p>Understanding and treatment of disease in the Ancient world</p> <p>Understanding and treatment of disease in the Dark Ages</p> <p>Understanding and treatment of disease in the middle ages</p> <p>Understanding and treatment of disease in the Renaissance period</p> <p>Understanding and treatment of disease in the 18th and 19th century</p> <p>Understanding and treatment of disease in the 20th century</p> <p>American West- changes in the development of the West 1835-1895- early migration West- Oregon trail- Gold Rush- American Civil war 1861-5 settlement and development of the plains- changes- growth and decline of the cattle industry - law and order in the west - changes- growth and decline of the cattle industry - Indian conflicts - destruction of the Indian way of life by 1895</p>	<p><b>Causation</b> Knowledge and understanding of key features of medicine- understanding and treatment of disease</p> <p><b>Change and continuity</b></p> <p><b>Causation</b></p> <p><b>Interpretations</b></p> <p><b>Analysis</b></p>	<p>Humours Supernatural Natural Dark Ages Change Continuity Physician Renaissance Plague Alchemy</p> <p>Frontier Tribes Nomadic Spiritual Culture Settlement Development Migration Cannibalism Persecution Civil war Legislation Trails</p>
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				Drives Reservations Consequences Importance Massacre Lawlessness Outlaws Assimilate Extermination
<p>In year 7 students would have gained some knowledge of medicine in medieval times as part of their study of unit 3 life in medieval times. In year 9 with the study of the First World war students would have explored the technological and medical impact of the war</p>				
<b>Year 11</b>	Paper 2 Henry VIII and his Ministers 1509-1540  Paper 3 Germany 1919-1939	Henry VIII's early years as king- rise of Thomas Wolsey- Wolsey's time as Henry's chief minister- annulment to Catherine of Aragon- Woley's fall from power - Thomas Cromwell's rise to power- Cromwell's reforms- Henry's marriage to Anne Boleyn, Jane Seymour and Anne of Cleves- reformation, Cromwell's religious changes and the dissolution of the monasteries- Cromwell's fall from power  German surrender end of WW1- Treaty of Versailles- Weimar government and establishing democracy- threats and revolts the weimar government faced- emergence of Hitler and the early years of the Nazi party- Hyperinflation- Munich Putsch- Hitlers time in prison and reform of the Nazi party- Golden years 1924-1928- Wall street and the great depression- Rise of Hitler- Hitler's rise to dictatorship- Life in Hitle's Germany 1933-1939	<b>Causation</b> knowledge and understanding of the key features of the reign of Henry VIII 1509-1540 <b>Interpretations</b> <b>Causation</b> <b>Evidence</b> <b>Analysis</b>  <b>Causation</b> Knowledge and understanding of the key features of Germany 1918-1939 <b>Interpretations</b> <b>Causation</b> <b>Evidence</b> <b>Evaluation of sources</b> <b>Analysis</b>	Renaissance king Reign Chaplain Minister Royal Council Royal Court Treason Treaty Eltham Ordinances Annulment Praemunire Reformation Reform Dissolution Heresy  Armistice Versailles treaty

				Democracy Revolts Left and right wing politics Centre Extremism Nationalism Reparations Hyperinflation Putsch Treason Chancellor President Constitution Reichstag Reichsrat Proportional representation Depression Propaganda Dictatorship Police state Aryan Minority Untermenschen
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Students look at Hitler's rise to power within Germany in year 9 unit 4 which they study in paper 3 Germany 1919-1939 in year 11. In year 9 with the study of the Holocaust students examined Nazi German attitudes towards Jewish people and minority groups which is later explored and developed further in year 11 when students study Paper 3 Germany 1919-1939.