

| YEAR GROUP/PATHWAY:   |  | SUBJECT AREA: History  |   |  |
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| Autumn Term<br>Year 7 | The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066  |  |   |  |
|                       | The Neolithic Revolution to Iron Age Britain   |  |   |  |
|                       | The Neolithic Revolution   | The Bronze Age   | The Iron Age  |  |
| Knowledge             | <ul style="list-style-type: none"> <li>• What was the Neolithic Revolution?</li> <li>• Innovations of the period: domestication of plants and animals</li> <li>• Life and death in the Late Neolithic Era: Stonehenge</li> </ul>   | <ul style="list-style-type: none"> <li>• What was the Bronze Age?</li> <li>• Innovations of the period: the loom and the wheel</li> <li>• Life and Death in the Bronze Age: Great Orme Mines and Stonehenge</li> </ul> | <ul style="list-style-type: none"> <li>• What was the Iron Age?</li> <li>• Innovation of the period: coins, Rotary Querns and Iron-tipped plough</li> <li>• Life and Death in the Iron Age: Danebury Hill Fort</li> </ul> |  |
| Skills                | <p><b>Source use (A03)</b></p> <p><b>Continuity and change (A02)</b></p> <p><u>Core</u></p> <p><b>You know the meaning of 'artefact'</b></p> <p><b>Provenance: You progress from basic observations of the nature (what type of object) of a primary source to its origins (when made, by whom)</b></p> <p><b>You can label / annotate a picture of a primary source, noting its nature and origin</b></p> <p><b>You begin to use some historical vocabulary, e.g. artefact, primary source, origin, nature</b></p> <p><u>Extended</u></p> |  |   |  |

**You progress from Nature and Origin to inferring the purpose of some sources (homes, tools, religious objects, ornaments, vessels)**

**You may understand the word 'purpose' used in its historical sense**

**Core**

**You can identify an important change**

**You are making attempts at describing a change**

**You are beginning to recognise there can be more than one important change**

**Extended**

**You can describe an important change**

**You recognise several changes in and across periods**

**You may describe more than one change in and across a period**

**You are beginning to note there may be some similarities across historical periods**

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| Vocabulary         | <p><b>Core:</b><br/>Primary source, artefact, origin, nature, domestic animals, crops, origins, Neolithic revolution, death, settlement, bury, pottery, suggest, label, similar, change</p> <p><b>Extended:</b><br/>Domestication, innovations, burials, society, infer, annotate, deforestation, similarity</p>  | <p><b>Core:</b><br/>Round barrows, metals, bronze (copper and tin) loom, cremate, mine, mining, change, similar, different, continue</p> <p><b>Extended:</b><br/>cremation</p>                              | <p><b>Core:</b><br/>Iron, steel, fort, rotary quern, iron-tipped plough, defences, rite</p> <p><b>Extended:</b><br/>Continuity, difference, defensive. Ramparts, rituals</p>                                |
| Spring Term Year 7 | <b>The Development of Church, State and Society in Medieval Britain 1066-1509</b>   |   |   |
|                    | <b>Medieval England. How bad was the Black Death for Medieval Society?</b>  |   |   |
|                    | <b>The condition of the peasants before the Black Death.</b>  | <b>The Black Death in England</b>   | <b>The impact of the Black Death</b>  |
| Knowledge          | <ul style="list-style-type: none"> <li>• The role of a Lord</li> <li>• The role of a villein / peasant</li> <li>• The role of the Church</li> </ul>   | <ul style="list-style-type: none"> <li>• The arrival of the Black Death</li> <li>• Contemporary beliefs of causes and responses to Black Death</li> <li>• Contemporary cures for the Black Death</li> </ul> | <ul style="list-style-type: none"> <li>• The short-term aftermath of the Black Death: People and Government</li> <li>• The Peasants' Revolt, 1381</li> <li>• Consequences of the Peasants Revolt</li> </ul> |
| Skills             | <p><b>Interpretations (A04)</b></p> <p><b>Causes and consequences (A02)</b></p> <p><u>Core</u><br/> You can identify a secondary source (an interpretation)<br/> You can identify differences between a primary and secondary source (e.g. differences in NOP )<br/> You can understand the meaning of 'interpretation' in its historical sense<br/> You can identify a basic interpretation of an historical event / individual using a secondary source<br/> You can identify a viewpoint of an event/ individual from a contemporary using a primary source's NOP or content</p> <p><u>Extended</u><br/> You can provide a basic reason for a given viewpoint of a primary source using NOP<br/> You can provide a basic reason for a viewpoint in a primary source using provenance (NOP) and content</p> |   |   |

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|            | <p>You are beginning to give some basic historical context to secondary source opinions, e.g. "The writer believes people looked up to the Church. This is because people's daily lives revolved around church activities."</p> <p><u>Core</u></p> <p>You identify the cause of an event<br/> You may provide some description of an event<br/> You understand there may be several causes of an event<br/> You make some progress from writing short statements about cause and consequence to longer ones<br/> You are working towards explaining at least one reason or consequence of an event/mindset</p> <p><u>Extended</u></p> <p>You identify the consequence of an event<br/> You describe the cause and/or consequence of an event<br/> You understand there may be several consequences of an event<br/> You may begin to understand that causes / consequences may be grouped in order of time, e.g. short-term and long term<br/> You may begin to understand that causes / consequences may be grouped according to their type, e.g. religious, economic</p> |   |   |
| Vocabulary | <p><b>Core:</b></p> <p>Villein/peasants, lords, clergy, sin, priest, monk, nuns, (arch)bishops, manor, significant, livestock, religious reasons/consequences, society</p> <p><b>Extended:</b></p> <p>demesne (pron. Domain), feudalism, secondary source, interpretations, cause</p>  | <p><b>Core:</b></p> <p>Jews, plague, population, buboes, bubonic, herbs, swellings, consequence, whip</p> <p><b>Extended:</b></p> <p>self-flagellation, outbreak, contemporary, bubonic Plague, pestilence, Pneumonic, pandemic, quarantine</p> | <p><b>Core:</b></p> <p>survivors, laws, wages, revolt, riot, materials, taxes, violence, rebel, march, foreign traders,</p> <p><b>Extended:</b></p> <p>Statute of Labourers, shortages, bargaining, standard of living, disorder, economic reasons/consequences</p> |

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| <p>Summer Term<br/>Year 7</p>  | <p>The development of Church, State and Society in Britain 1509-1745</p>   |  |   |
|  | <p>Religion and superstition in daily life: The impact on women</p>  |  |   |
|  | <p>Condition of women in the Tudor Era</p>   | <p>Condition of women in the Stuart Era</p>  | <p>Condition of women in the Georgian Era</p>   |
| <p>Knowledge</p>   | <ul style="list-style-type: none"> <li>• Who were the Tudors?</li> <li>• Everyday lives: nuns</li> <li>• Henry VIII's <i>Great Matter</i></li> <li>• The Dissolution of the Monasteries</li> <li>• Key women: Elizabeth Barton</li> </ul>  | <ul style="list-style-type: none"> <li>• Who were the Stuarts?</li> <li>• Everyday lives: village 'witches'</li> <li>• The English Civil War – Witchfinder General Matthew Hopkins</li> <li>• Key men and women of the 17<sup>th</sup> Century: Lady Mary Bankes and John Gaule</li> </ul> | <ul style="list-style-type: none"> <li>• Who were the Georgians?</li> <li>• Everyday lives: The Great Famine of 1740-41</li> <li>• The Age of Enlightenment – The Royal Society</li> <li>• Key women: Lady Mary Wortley Montague</li> </ul> |
| <p>Skills</p> <p>Interpretations (A04)</p> <p><b>Continuity and change</b></p> | <p><b>Core</b></p> <p>You can provide a basic reason for a given viewpoint of a primary source using NOP</p> <p>You can provide a basic reason for a viewpoint in a primary source using provenance (NOP) and content</p> <p>You are beginning to give some basic historical context to secondary source opinions, e.g. "The writer believes people looked up to the Church. This is because people's daily lives revolved around church activities."</p> <p><b>Extended</b></p> <p>You can give some basic historical context around views given in both primary and secondary sources.</p> |  |   |

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|                       | <p>You are beginning to make a judgement about opinions provided in sources based on NOP and possibly content</p> <p><u>Core</u></p> <p>You can describe an important change</p> <p>You recognise several changes in and across periods</p> <p>You may describe more than one change in and across a period</p> <p>You are beginning to note there may be some similarities across historical periods</p> <p><u>Extended</u></p> <p>You can describe several changes</p> <p>You will describe several changes across and in a period</p> <p>You will identify similarities across and in a period</p> |   |  |
| Vocabulary            | <p><b>Core:</b></p> <p>Nun, Catholic, Protestant, Reformation, religion, monastery, divorce, impact</p> <p><b>Extended:</b></p> <p>Effect, superstition</p>   | <p><b>Core:</b></p> <p>Trial, civil War</p> <p><b>Extended:</b></p> | <p><b>Core:</b></p> <p>Enlightened, Enlightenment, Age, Georgian, inoculation, vaccination</p> <p><b>Extended:</b></p> |
| Autumn term<br>Year 8 | Ideas, political power, Industry, and empire: Britain, 1745-1901  |   |  |
|                       | The Transatlantic Slave Trade: its effects and abolition  |   |  |

|           | The origins of the Slave Trade  | The life of a slave  | The abolition of the Slave Trade: why did the British turn against slavery?  |
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| Knowledge | <ul style="list-style-type: none"> <li>• Modern and historic slavery</li> <li>• West African empires</li> <li>• The British Empire</li> <li>• The Triangular Trade</li> </ul>   | <ul style="list-style-type: none"> <li>• The Middle Passage</li> <li>• Plantation life</li> <li>• Slave punishments</li> </ul> | <ul style="list-style-type: none"> <li>• Enlightenment ideas – freedom, equality, evangelical Christians</li> <li>• Actions of Africans in Americas and Europe – The Haitian Revolution</li> </ul> |
| Skills    | <p><b>Source use (A03)</b><br/> <b>Significance (A02)</b></p> <p><u>Core</u><br/> You progress from Nature and Origin to inferring the purpose of some sources (homes, tools, religious objects, ornaments, vessels)<br/> You may understand the word ‘purpose’ used in its historical sense<br/> You are becoming confident in suggesting the purpose of a source based on observations of content and provenance<br/> You may start to suggest whether a source is reliable/useful</p> <p><u>Extended</u><br/> You will offer a basic judgement on a source’s reliability/utility, using details of NOP, e.g. “The source is useful because it was from a slave himself.”<br/> You are starting to infer meaning from primary sources, e.g. “The source <u>suggests</u> families were separated.”</p> <p><u>Core</u><br/> You can recall a definition of significance<br/> You can identify a significant event/person<br/> You begin to summarise a significant event/person</p> <p><u>Extended</u><br/> You know the meaning of significance in its historical context<br/> You can identify a reason why a person/ event is significant<br/> You may be able to provide two reasons for why an event / person is significant</p> |  |  |

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| Vocabulary | <p><b>Core:</b><br/>Slave Trade, slavery, British, Empire, significant, reliable, The Americas</p> <p><b>Extended:</b><br/>Significance, reliability, British Empire, Transatlantic, contemporary</p> | <p><b>Core:</b><br/>plantations, Caribbean, West Indies, Middle passage, Triangular Trade, overseer, voyage</p> <p><b>Extended:</b><br/>estate</p> | <p><b>Core:</b><br/>abolish, freedom, revolt, resistance, Enlightenment (repeated), equality, Haiti(an), Evangelical Christians</p> <p><b>Extended:</b><br/>abolition, insurance, revolution, social justice</p> |
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| YEAR GROUP/PATHWAY:                                       |  | SUBJECT AREA: History  |   |
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| spring Term<br>Year 8                                     | Ideas, political power, Industry and Empire: Britain, 1745-1901  |  |   |
|   | The British Empire: How did the British love for tea change the world?   |  |   |
|   | The origins and features of the British love for tea in the 17 <sup>th</sup> Century   | Consequences for China of the British demand for tea   | Consequences for India of the British demand for tea  |
| Knowledge   | <ul style="list-style-type: none"> <li>• The origins of the British tea market</li> <li>• Mass promotion of tea to the British</li> <li>• The British Empire and sugar</li> </ul>  | <ul style="list-style-type: none"> <li>• The East India Company</li> <li>• The Opium Wars</li> </ul> | <ul style="list-style-type: none"> <li>• The establishment of Tea plantations in Assam</li> <li>• The use of Indentured labour on plantations</li> <li>• The Indian Mutiny</li> </ul> |
| Skills<br><br>Cause and consequence<br><br>Interpretation | <p><b>Core</b></p> <p>You identify the consequence of an event<br/> You describe the cause and/or consequence of an event<br/> You understand there may be several consequences of an event<br/> You may begin to understand that causes / consequences may be grouped in order of time, e.g. short-term and long term<br/> You may begin to understand that causes / consequences may be grouped according to their type, e.g. religious, economic</p> <p><b>Extended</b></p> <p>You are starting to group causes/consequences in order of time or type, short-term, long-term,</p> |  |   |

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|                               | <p>You are starting to group causes / consequences according to their type, e.g. religious, economic You make some progress from writing short statements about cause and consequence to longer ones<br/>         You are working towards explaining at least one reason or consequence of an event/mindset</p> <p><b>Core</b></p> <p>You can give some basic historical context around views given in both primary and secondary sources.<br/>         You are beginning to make a judgement (reliable/useful) about opinions provided in sources based on NOP and possibly content</p> <p><b>Extended</b></p> <p>You are using both NOP and basic content to form a judgement about the reliability/usefulness of an interpretation<br/>         You are giving some historical context to back up your judgement on reliability/usefulness</p> |  |   |
| Vocabulary                    | <p><b>Core:</b></p> <p>tax, smuggling, Tea clippers, British East India Company, coffee house, Charles II</p> <p><b>Extended:</b></p> <p>Shang dynasty, crime network, working classes and upper classes,</p>   | <p><b>Core:</b></p> <p>Opium trade, Hong Kong, tea trade, Drug addict, addiction</p> <p><b>Extended:</b></p> <p>barbarians, monopoly</p> | <p><b>Core:</b></p> <p>India, Ceylon, Assam, estates, work contracts, plantation, mutiny, indentured labour</p> <p><b>Extended:</b></p> <p>Indenture system, British East India Company, globalisation, world economy, abolition of slavery</p> |
| <b>YEAR GROUP/PATHWAY:</b>    |   | <b>SUBJECT AREA: History</b>   |   |
| <b>Summer Term<br/>Year 8</b> | <b>Challenges for Britain, Europe, and the wider world 1901 to the present day</b>  |  |   |
|                               | <b>World War One and its impact on the people</b>   |  |   |
|                               | <b>The causes of World War One</b>  | <b>The impact of the war on the victors</b>  | <b>The impact of the war on Germany</b>   |

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| <p>Knowledge</p>  | <ul style="list-style-type: none"> <li>• The spark – The Assassination of Archduke Franz Ferdinand</li> <li>• ‘Brave Little Belgium’</li> <li>• The Alliance system</li> </ul>   | <ul style="list-style-type: none"> <li>• The impact of the war on soldiers</li> <li>• The impact of the war on civilians</li> <li>• The Treaty of Versailles</li> </ul> | <ul style="list-style-type: none"> <li>• The German reaction to the Treaty of Versailles</li> <li>• The Wall Street Crash</li> <li>• The rise of the Nazis</li> </ul> |
| <p>Skills</p> <p>Significance (A02)</p> <p>Cause and consequences (A02)</p> | <p><u>Core</u></p> <p>You know the meaning of significance in its historical context<br/> You can identify a reason why a person/ event is significant<br/> You may be able to provide two reasons for why an event / person is significant</p> <p><u>Extended</u></p> <p>You have a secure understanding of historical significance and can give several examples of how you can measure it<br/> You can explain a reason why an event is significant</p> <p><u>core</u></p> <p>You are starting to determine whether a cause or consequence in terms of time and/or type (long or short term, economic, social)<br/> You are working towards explaining at least one reason or consequence of an event/mindset</p> <p><u>Extended</u></p> <p>You are beginning to find several causes / consequences for an event<br/> You can explain one reason / consequence for an event</p> |   |   |

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| Vocabulary | <b>Core:</b><br>Alliance system, assassinate    | <b>Core:</b><br>Treaty, victors, civilians | <b>Core:</b><br>Germany, Nazis, economic crash, stocks and shares |
|            | <b>Extended:</b><br>Commonwealth, assassination | <b>Extended:</b>                           | <b>Extended:</b><br>Judgement, The Depression, inflation          |

| YEAR GROUP/PATHWAY:   |   | SUBJECT AREA: History  |  |
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| Autumn Term<br>Year 9 | Local History study: Challenges for Britain, Europe, and the wider world 1901 to the present day  |  |  |
|                       | The Holocaust   |  |  |
|                       | Locational study of Weir Courtney, 1945   | The experiences of children during the Holocaust   | The experiences of the children in the Holocaust – The Survivors   |
| Knowledge             | <ul style="list-style-type: none"> <li>What are sources (of the Holocaust?)</li> <li>Building inference skills through sources: photos and drawings from Weir Courtney, Lingfield, Surrey</li> <li>A focus on the experiences of Zdenka Husserl and her mother through artefacts</li> </ul> | <ul style="list-style-type: none"> <li>artefacts from the Holocaust</li> <li>interpretations of lives from artefacts found in Concentration camps</li> <li>Anne Frank's story</li> </ul> | <ul style="list-style-type: none"> <li>Steven Frank's experience of The Holocaust in Theresienstadt</li> <li>The liberation of the camps</li> <li>The Windermere Children</li> </ul> |

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| <p>Skills</p> <p>Source use (AO3)</p> | <p><u>core</u></p> <p>You will offer a basic judgement on a source’s reliability/utility, using details of NOP, e.g. “The source is useful because it was from a slave himself.”</p> <p>You are starting to infer meaning from primary sources, e.g. “The source <u>suggests</u> families were separated.”</p> <p><u>Extended</u></p> <p>You will offer a judgement on a source’s reliability/utility, using details of NOP, e.g. “The source is useful because it was from a slave himself.” and details from the source, “The painting is useful because it shows where slaves lived.”</p> <p>You are inferring meaning from primary sources by using its content, e.g. “The source <u>suggests</u> families were separated. This can be seen by an older woman hugging a girl tightly.”</p> |   |  |
| <p>Vocabulary</p>                     | <p><b>Core:</b></p> <p>artefacts, sources, infer, mansion / hostel, Czechoslovakia</p> <p><b>Extended:</b></p> <p>Inference, reliable</p>  | <p><b>Core:</b></p> <p>reliable, artefact, concentration camp, victims</p> <p><b>Extended:</b></p> <p>Explain</p> | <p><b>Core:</b></p> <p>liberation, prisoners, survivors</p> <p><b>Extended:</b></p> <p>inmates</p> |

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| YEAR GROUP/PATHWAY:   |   | SUBJECT AREA: History  |  |
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| spring Term<br>Year 9 | Challenges for Britain, Europe, and the wider world 1901 to the present day   |  |  |
|                       | How did the Russian Revolution affect the World Order in the 20 <sup>th</sup> century?  |  |  |
|                       | The Russian Revolution  | World War Two: The Impact on Russia  |  |
| Knowledge             | <ul style="list-style-type: none"> <li>• The Russian Revolution – overthrow of the monarchy</li> <li>• The causes of the Russian Revolution</li> <li>• The Dictators of the USSR: Lenin and Stalin</li> </ul>   | <ul style="list-style-type: none"> <li>• The Nazi-Soviet Pact</li> <li>• Operations Barbarossa</li> <li>• The Allied liberation of Europe</li> </ul> |  |
| Skills                | <p><u>Core</u></p> <p>You are beginning to find several causes / consequences for an event<br/>           You can explain one reason / consequence for an event</p> <p><u>Extended</u></p> <p>You are beginning to explain several causes / consequences for an event</p> |  |  |
| Cause and consequence |   |  |  |
| significance          |   |  |  |

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|            | <p><b>You are beginning to make a judgement on the relative importance of several causes and/or consequences</b></p> <p><u>Core</u></p> <p>You have a secure understanding of historical significance and can give several examples of how you can measure it<br/>You can explain a reason why an event is significant</p> <p><u>Extended</u></p> <p>You can explain several reasons why an event/individual is significant</p> |  |
| Vocabulary | <p><b>Core:</b></p> <p>Russia, Revolution, cause, reason, Tsar, World War One, food shortages, working class</p> <p><b>Extended:</b></p> <p>poverty, inequality, industrial, dictatorship</p>   | <p><b>Core:</b></p> <p>Operation Barbarossa, Soviet Union, Red Army</p> <p><b>Extended:</b></p> <p>Communism / Marxism, Lebensraum, Einsatzgruppen</p> |

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| <b>YEAR GROUP/PATHWAY:</b>    |   | <b>SUBJECT AREA: History</b> |
| <b>summer Term<br/>Year 9</b> | <b>At least one study of a significant society or issue in world history and its interconnections with other world developments</b> |                              |
|                               | <b>A 'hidden' history of disability</b>   |                              |

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|  | <b>The Cold War (Continued)</b>  | <b>The causes of migration: Religious migration, e.g., Huguenots and other Protestant refugees, 1500 – 1750</b>   | <b>The causes of migration: Country-sponsored migration, Australia</b>   |
| Knowledge  | <ul style="list-style-type: none"> <li>• The causes of the Cold War</li> <li>• The Cuban Missile crisis</li> <li>• The Vietnam War</li> </ul>  | Was there any religious migration before the Protestant migrations of the 16 <sup>th</sup> century?   | Causes of migration in the 18 <sup>th</sup> century<br>Later causes of migration   |
| Skills<br><br>Cause and consequence<br><br>Continuity and change | <p><b>You progress from identifying several changes / continuities to describing them</b><br/> <b>You progress from identifying several reasons for changes / continuities to explaining them</b><br/> <b>You begin to group causes of change / continuity into short- and longer-term factors</b><br/> <b>You may begin to think about grouping the reasons for change / continuity into categories, such as economic, political, social, religious</b></p> <p>You can explain several reasons for a cause/consequence of an event<br/> You can group causes and consequences of an event into short and longer term<br/> You are making a judgement of the relative importance of each cause/consequence of an event</p> |   |  |
| Vocabulary   | <p><b>Core:</b><br/>ideology, atomic bomb, Arms Race</p> <p><b>Extended:</b><br/>proxy war, guerrilla war, democracy, Containment, Domino theory,</p>  | <p><b>Core:</b><br/>Walloons, Huguenots, Palatines, Belgium, France, immigrant, catholic, Protestant, counter reformation, massacre, escaped, refugee, London, Southeast, wool, silk weaving, vagrants, riots, attacked</p> <p><b>Extended:</b><br/>destitute, tolerance, economy, integrated</p> | <p><b>Core:</b><br/>convicts, colony, New South Wales, poor soil, floggings, invasion</p> <p><b>Extended:</b><br/>climate, marines, dispossessed</p> |

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