

History Curriculum

BIG IDEAS: Second Order Concepts

- 1. CHRONOLOGY:** understand the exact order events occurred so we can see how they unfold.
- 2. CONTINUITY & CHANGE:** identify which themes continue over time and/or change.
- 3. CAUSE & CONSEQUENCE:** understand what caused events and how they may directly lead to another event.
- 4. SIMILARITY & DIFFERENCE:** recognise and analyse the diversity of past experience.
- 5. SIGNIFICANCE:** understand linkages between past and present, exploring the legacies of the past.
- 6. COMPARE & INFER EVIDENCE:** understand how evidence and research can be used to examine interpretations of the past.
- 7. RELIABILITY OF EVIDENCE:** question the reliability of sources and identify bias.
- 8. PERSPECTIVE:** gain historical perspectives by using knowledge in different contexts.

SMSC

Careers

YEAR 5 - Term 1 Amazing Africa

At the end of the unit pupils will be able to answer: How did Benin become an Empire? Pupils will find out where the Kingdom of Benin was and have an overview of this time period, developing their sense of chronology. They will explore how we know about Benin, evaluating the reliability of oral and archaeological evidence. Pupils will also find out about Benin's leaders and contrast this with the lives of the ordinary people. This will lead on to pupils' identifying the trade network of the Empire and its significance. Finally, pupils will find out about the Golden Age and then its decline.

MUTUAL RESPECT & TOLERANCE, CULTURAL DIVERSITY, ACCEPTANCE
Historian, archaeologist, politician

YEAR 5- Term 2 Captivating China

At the end of the unit pupils will be able to answer: What was life like in the Shang Dynasty? Pupils will explore the evidence remaining for the Shang Dynasty (oral and archaeological) – weighing up the advantages and disadvantages of both types of evidence. Next, they will evaluate evidence for the Shang Kings. Pupils will also explore how they know about Shang burials and what this tells you about Shang beliefs. They will note how they know about Shang writing and numbers and translate both of these. Pupils will also investigate what everyday life was like in the Shang dynasty. Finally, pupils will explore how and why the Shang Dynasty came to an end.

CULTURAL RESPECT & DIVERSITY, SPIRITUAL BELIEFS
Historian, archaeologist, politician

YEAR 5 - Term 3 Brilliant Britain

At the end of the unit pupils will be able to answer: How were peoples' lives affected after World War II? Pupils will consider some of the ways Britain was effected by events in World War II. They will note the damage that was caused in the Blitz and the country's efforts to rebuild towns after the war. They will compare the different ways Britain was governed during the war and why the British people wanted change. Pupils will also investigate how the creation of the NHS improved people's lives. Finally, pupils will find out how the British Empire changed at the end of the war, including the effects of emigration to Caribbean countries.

CULTURAL DIVERSITY, MORALS & ETHICS, FAIRNESS, DISCRIMINATION, UNDERSTAND CONSEQUENCES, DEMOCRACY
Historian, archaeologist, politician, NHS, builder

YEAR 6 - Term 1 Venturesome Vikings

At the end of the unit pupils will be able to answer: Who were the Vikings? Pupils will begin by exploring what Britain was like before the first Viking invasions. They will then continue to find out all about the Viking invasions. Next pupils will uncover how Viking settlements affected the Anglo-Saxons, and what life was like for Viking people. Pupils will examine Viking rule, including how King Alfred the Great got his name. Pupils will note how and why Britain became a unified country, and finally, how the Viking and Anglo-Saxon eras ended.

CULTURAL DIVERSITY, DIFFERENCE
Historian, archaeologist

YEAR 6 – Term 2 Mighty Mountains

At the end of the unit pupils will be able to answer: What can we find out about world culture when studying mountains? Pupils will begin by identifying the location of 7 different mountains across the globe. They will then compare when these mountains were first formed and the associated period of history. Pupils will then study cultural aspects associated to each mountain, including cultural and spiritual links. This unit will develop pupils' sense of chronology, as well as enabling them to explore various sources of evidence and extend their historical knowledge and vocabulary.

CULTURAL DIVERSITY, DIFFERENCE
Historian, archaeologist, explorer, meteorologist, journalist

YEAR 6 – Term 3 Titanic Tragedy

At the end of the unit pupils will be able to answer: How did seafaring change after the Titanic? Pupils will understand why the Titanic was so significant. They will investigate the people on board at the time, by noting what it was like for the different classes. Pupils will use different historical sources, to unpick the events which unfolded and public opinion at this time. Primary and Secondary sources will be evaluated for their reliability. Lastly, pupils will reflect how the sinking of this famous vessel led to changes in sea travel, including legislation.

CULTURAL DIVERSITY, RIGHT & WRONG, FAIRNESS, MORALS & ETHICS, UNDERSTAND CONSEQUENCES
Historian, archaeologist, politician, meteorologist, journalist, shipping trades

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SMSC

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YEAR 7 – Term 1 Medieval Mania

Pupils will begin by studying the Norman Conquest and its main events. Pupils will understand the culture which existed before the invasion and appreciate why the death of a king without a clear heir causes problems historically. Pupils will note how the Normans altered the power dynamics in the country. Pupils will look at different changes the Normans tried to bring to England and then make a judgement about the pace and extent of change the Normans brought, and how some groups resisted. An in-depth enquiry will encourage pupils to look at the lives of ordinary people to understand their beliefs, values and motives. Exploring the Black Death will also enable pupils to explore its impact on life in Britain. As the unit unfolds 2 essays will be completed: "How did the Normans Conquer England?" and "What was life like for a peasant living in these times?"

CULTURAL DIVERSITY & ACCEPTANCE, MUTUAL RESPECT & TOLERANCE, RIGHT & WRONG, REFLECT – SPIRITUAL BELIEFS, Historian, priest, farmer

YEAR 7 – Term 3 Curious Castles

By the end of the enquiry, pupils should have a clear understanding of the changes that have occurred to castles over time. Within this, they should have a grasp of what Britain was like at different points in History, including making links to the Medieval Realms unit previously studied. Pupils will also appreciate how the development of castles was linked to the development of warfare and local historical events. This unit aims to enable pupils to develop their understanding of the key concepts of causation and change in history, focusing on local examples, to enable pupils to understand the history around them. This work will lead pupils to complete a research project about either Corfe Castle or Lulworth Castle.

CULTURAL DIVERSITY, MORAL & ETHICS
Historian, archaeologist, National Trust

YEAR 8 – Term 1 Reformation Rebels

This unit will allow students to explore their own conclusions on the significance of the English Reformation, looking at ways in which life in England changed. In addition to this, students will also look at the origins of the Reformation, in the process, challenging common simplifications about the role of Henry's divorce in driving the Reformation. Students will be asked to weigh the impact of different factors in leading to such a major change. They should be able to identify key differences between Catholics and Protestants and how the reformation had a wider significance than simply a change of religious belief. This work will lead to an assessment essay: "How much did life in England change during the Tudors?"

MORALS & ETHICS, FAIRNESS, DISCRIMINATION, RELIGIOUS TOLERANCE & PERSECUTION, DIFFERENCE, INDIVIDUAL LIBERTY
Historian, Priest

YEAR 8 – Term 2 English Civil War

The English Civil War is a hugely important period in the history of the British Isles, not just for its own fame, but also because it allows students to appreciate the chaotic origins of the United Kingdom. It allows students to explore how the Civil War altered the power dynamics in the country. The first part of the topic looks at how the actions of individuals and underlying conditions shape events. The second half takes a look at the Civil war itself and the last section looks at the impact of these changes with the ascendance of Cromwell and the Restoration. This work will lead to an assessment essay: "Cromwell: a man to be admired or hated" drawing on primary sources and wider historical knowledge.

MORALS & ETHICS, DIFFERENCE, JUSTICE, UNDERSTAND CONSEQUENCES, DEMOCRACY
Historian, archaeologist, politician

YEAR 8 – Term 3 1) Industry & Empire 2) Slavery & civil rights

Industry and Empire
Pupils will cover social and cultural British History within this topic. They will explore what an Industrial Revolution was. They will then study public health, the slave trade and the rise of the British Empire. This work will lead to assessment essay: "To what extent was child labour instrumental in the development of Britain as an industrial nation?"

Slavery and Civil Rights
This study explores a significant issue in world history and its interconnections with other world developments. The pupils will explore the history of slavery from the ancient world to modern day and the reasons people became slaves. Comparisons will be made between African slavery and American plantations. This work will lead to an assessment essay: "To what extent did abolition improve the lives of African Americans?"

MORALS & ETHICS, CULTURAL DIVERSITY, PERSECUTION, UNDERSTAND CONSEQUENCES,
Historian, politician

KS2 History National Curriculum

Aims:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

KS3 History National Curriculum

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- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
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- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content:

- Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.
- Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- They should use historical terms and concepts in increasingly sophisticated ways.
- They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
- They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.