

Futura History

Curriculum framework

History Curriculum Framework

Intent:

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are:

Key substantive concepts:

1. Specific key substantive concepts enable pupils at primary level to learn:

- knowledge of the immediate topic or context
- knowledge of broad features of the period and overviews of developments
- knowledge of terms, concepts and phenomena that recur in later topics
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Pupils are encouraged to make connections, deepen and develop their knowledge, each time they encounter the concepts

Chronological Understanding	A secure knowledge of the order of events necessarily underpins any attempt to explain cause and consequence or to chart the process of change and continuity.
Historical Concepts	2. Some concepts and terms (such as Calvinism or Menshivism) are highly specific to a particular period or place – and it is easy to recognise that their meaning needs to be explicitly taught. 3. Other concepts (such as Puritanism or Bolshevism) that originated in specific contexts may come to be applied more widely, so that students' more general awareness of their meaning can obscure a lack of precision in their historical knowledge. 4. Others (such as 'the Church' or 'revolution') have a much wider application and are applied in many contexts other than history. In dealing with this category, teachers need not only to ensure that students understand their meaning, rather than simply assuming that they do because they are works in common usage; they also need to plan for learning about how that meaning changes over time and in different contexts. Pupils build up the range security and sophistication of their understanding of the concepts over time. 5. Knowledge and understanding of the wider substantive concepts are built up through the primary history curriculum. They are revisited systematically so that pupils develop rich schema and secure foundations for future learning. 6. In the primary curriculum key historical substantive concepts pupils learn about are: • Monarchy and society • Homes and settlement • Technology (including agriculture and medicine) • Conflict • Travel and exploration • Religion and beliefs • Culture and civilisation • Democracy and government

	7. In Early Years many of the concepts may be introduced in stories and through roleplay.

Key Disciplinary concepts:

Pupils need to gain knowledge of the discipline of history; how historians produce knowledge.
Disciplinary knowledge addresses:

1. **The kinds of questions historian ask**
2. **Methods of historical enquiry.**

Our curriculum requires that pupils regularly address questions focussing on these second order concepts. Questions must be historically valid and appropriate. Questions should not be about opinion or moral judgement, for example. Pupils should have sufficient substantive knowledge before they can engage meaningfully in disciplinary practice. For example, they must have the requisite knowledge to reason and make judgements.

Cause – *analysis of why events happened, or a state of affairs existed*	Developing an understanding of why things happen and of why people do the things that they do is indispensable in both our personal and our collective lives: it is a precondition for making sense of experience and for acting to shape it effectively. There are at least four cognitive activities here: 1. Identifying different factors. 2. Making explanatory links between causes and effects. 3. Assessing the relative importance of different factors. 4. Considering the relationships between causal arguments, evidence and interpretations.

Change and Continuity – ***analysing changes in the past, particularly the pace, type or extent of change***	Pupils examine trends and turning points over time, looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and extent of change. Another aspect of change and continuity is the lived experience of change: how particular developments were experienced and understood by those who lived through them.
Similarity and Difference- ***Analysing how homogenous or diverse past societies, regions or groups were, in terms of identity or experience.***	Pupils analyse how homogeneous or diverse past societies, regions or groups were in terms of identity or experience: Eg 'Was everyone affected by the Viking invasions in the same way?
Significance - ***exploring the reasons why some events or people are deemed significant by historians or others***	Considering the significance of events, people and developments in their historical context and in the present day. Significance is not the importance of impact (that is change), but exploring *why* some events or people are deemed significant by historians or others. This includes: considering why judgements about the significance of historical events, issues and people have changed over time; identifying the criteria and values used to attribute significance; and assessing how these have been used in past and present descriptions and explanations. Statements about significance are interpretations that may be based on contestable judgements about events, issues and people, and are often related to value systems of the period in which the interpretation was produced.

Historical enquiry - ***learning about the range of sources historians use to constrict knowledge, the kind of questions they ask and how they form judgements*** **Interpretation –** ***understanding why historians construct different accounts of events.***	Recognise ways in which we find out about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past Analyse the nature and origin of sources (from KS1) • when was it produced? • what sources of information were used to produce it? • who produced it? • where was it produced? Understand that people represent the past in different ways • Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example writers, archaeologists, historians and film-makers). Suggest some reasons why accounts of the past are constructed in different ways • Was it to entertain/inform/persuade? Who was the intended audience? Understand that some historical sources may be more reliable than others, for example because of bias. Begin to give reasons why a source may or may not be reliable. • what were the views and standpoints of the producers of the interpretation?
Historical literacy	Show competence in a range of intellectual and communication skills (oral and written) written, including the formulation of arguments which include elements of synthesis and evaluation of material. The ability to interpret contemporary sources and historical interpretation of an increasingly complex nature (vocabulary, vocabulary and context).
Historical numeracy	Numeracy (number and measurement)-solving numerical problems how it is presented in graphs, charts and tables. There are opportunities within history for students to develop their numeracy skills such as analysing population growth and economic expansion and decline. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change

The role of assessment within the curriculum - p43
Appendices – p50
Cultural calendar – p55

<table>
<tr><th colspan="4">Early Years Foundation Stage.</th></tr>
<tr><td colspan="4">In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's learning in all areas.</td></tr>
<tr><td colspan="4">Birth 2 Five Range 6 statements –
• Enjoys joining in with family customs and routines.
• Talks about past and present events in their own life and in the lives of family members.
• Knows that other children do not always enjoy the same things and is sensitive to this.
• Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions.
ELG – Understanding the World –
- Past and Present - Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters, and events encountered in books read in class and storytelling.</td></tr>
<tr><th colspan="4">EYFS History Skills</th></tr>
<tr><td><u>Changes within living memory</u>
Begin to make sense of their own life-story and family's history. Understand the ways I have changed.
Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society.</td><td><u>Events beyond living memory</u>
Comment on images of familiar situations in the past.</td><td><u>The lives of significant individuals in the past</u>
Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling.</td><td><u>Significant historical events, people and places in their own locality</u>
Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</td></tr>
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First-hand experiences and pupil knowledge offer:

History at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of historical skills such as discussion, chronology, historical vocabulary, analysis, perspectives and interpretations and empathy. They experience first-hand artefacts and materials which they use to inspire learning.

The first-hand experiences and knowledge the children should be offered are:

- Welly Walks in and around the local area.
- First-hand discussions with children about their own past and that of family members. Sharing experiences and visits from their own lives.
- Sharing stories, pictures, music, and art from the past and looking at significant world and local people from the past that have shaped the future. Exploring the school environment and local area.

Actively using class timelines to gain an underpinning sense of time and chronology. (Eg Visual timetables- recounting trips with pictures in sequence)

Key Vocabulary - Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now

Key Stage 1
Substantive Knowledge:

Historical Concepts	Chronological Understanding
Monarchy and society Homes and settlement Technology (including agriculture and medicine) Conflict Travel and Exploration Beliefs	Use common words and phrases relating to the passing of time To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older and newer. Use dates where appropriate. Know where people and events fit in a chronological framework. Identify similarities and differences between ways of life over time

Disciplinary Knowledge:
NB There is less of a focus on disciplinary knowledge in Key Stage 1 than 2, as the focus is on building pupils' substantive knowledge

Historical enquiry and interpretation	Cause	Significance	Change	Similarity and Difference
Recognise ways in which we find out about the past. Use artefacts, online sources and data to find out about the past Observe or handle evidence to ask questions and find answers to questions about the past-	Analysis of why events happened: Eg what caused the Great fire of London	To talk about who was important e.g. in a simple historical account . Understand why some historical figures are considered significant	Recount changes that have occurred in their own lives and within living memory Understand change as a result of events. Eg Changes to London Buildings after great fire.	Identify similarities and differences between ways of life in different periods .

Suggested key topics:

	Term 2- Significant events	Term 4 - significant people	Term 6 -significant places
Topic title	**What happened to London during the fire of 1666?** **The Crimean War- Mary Seacole and Florence Nightingale**	**How has transport changed through the ages? Brunel** **Buzz Aldrin and Neil Armstrong: the moon landings**	**Locally significant people, places and event** **Castles**

Significant people, places and events	Samuel Pepys	Isambard Kingdom Brunel Tim Berners Lee	
Substantive Concepts *Chronology and Characteristic features of period studied developed in all units*	*Great fire of London* Homes and Settlement Technology *Crimean War* Conflict Nations (Russia, Britain) Religion and Beliefs	*Brunel:* Technology Travel *Time Berners Lee* Technology	Monarchy and Society Homes and Settlement Conflict Technology
Disciplinary Concepts (All historical enquiry and interpretation)	Cause Change Significance Difference and Similarity	Difference Change Significance	Similarity and Difference Historical Enquiry Change
Previous learning ELG13 **Link to future learning KS2** Focus on disciplinary skill significance. WW2 **Link to future learning - KS3** Industrial Revolution - Seacole **Link to future learning – KS4**	**Previous learning** ELG13 **Link to future learning KS2:** Evaluating sources, change -invaders and settlers **Link to future learning -** **KS3** Technology: Industrial Revolution - **Link to future learning –** **KS4** Medicine- Great Plague – Paper 2	**Previous learning** ELG13 **Link to future learning KS2** Technological changes in Stone Age to Bronze Age Technology and roads in Roman Britain **Link to future learning -** **KS3** Industrial Revolution Victorian life **Link to future learning –** **KS4** Medicine – Industrial revolution	**Previous learning** ELG13 **Link to future learning KS2** Local History, Anglo-Saxons, Vikings **Link to future learning -** **KS3** Medieval castles and village life Local History Tudors **Link to future learning – KS4**

Historical Literacy
Pupils should have opportunity to communicate rich and detailed knowledge using subject specific vocabulary – this may through labels and captions Literacy should be supported by oracy Use language to describe passing of time- such as recently, a long time ago, lifetime, century, year, decade Ask historical questions write answers using tier 3 historical vocabulary Describe changes and give reasons for changes Describe similarities and differences Give reasons why people and events are seen as significant

Lower Key Stage 2:

Substantive Knowledge:

Historical Concepts	**Chronological Understanding**
Describe characteristic features of the past including ideas , beliefs, attitudes, and experiences of men, women and children: Monarchy and society • Homes and Settlement • Peace and Conflict	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time

• Technology (including agriculture and medicine) • Beliefs • Culture and Civilisation • Transport and Exploration • Government and democracy	Use dates and terms to describe events and periods studied- eg ancient, pre-historic, Roman, Ancient Greek Understand and use terms BCE and CE

Disciplinary Concepts

Historical enquiry and interpretation of sources	Significance	Cause	Change	Similarity and Difference
Use evidence to ask questions and find answers about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence to gain more knowledge Describe different accounts explaining why accounts may differ	Understand why historical people, places events or sources are deemed significant.	Suggest causes of some of the main events in periods studied	Describe some of the main changes in periods studied Describe consequences that have happened as a result of events or actions Describe changes that have happened in the locality of the school throughout history.	Understand hierarchy and roles in societies studied Understand and describe differences and similarities within a period studied eg Athens and Sparta

Suggested key topics:

	Term 2	Term 4	Term 6
Topic title	**Stone Age to Iron Age**	**Ancient Egypt**	**Ancient Greeks**
Significant People		Howard Carter / Lord Carnarvon Tutankhamun Cleopatra	Legacy of Ancient Greeks
Substantive Concepts ***Chronology and Characteristic features of period studied developed in all units***	**Technology** **Homes and Settlement** **Monarchy and Society** *Will encounter Beliefs* *Travel Conflict – but not key focus*	Technology Settlement Religion and Belief Monarchy Society Culture and Civilisation	Democracy and Government Culture and Civilisation Technology (Medicine) Conflict
Disciplinary Concepts (Historical enquiry and Interpretation in all units)	Change Cause Significance	Significance Difference and Similarity	Difference and similarity (Sparta and Greece) Significance
Previous substantive Knowledge from KS1	Conflict: Castles Monarchy and Society: Castles Settlement and Homes: Castles Technology: Brunel	Monarchy and Society: Castles Homes and Settlement: Castles, Fire of London	Medicine : Florence Nightingale Conflict- Castles, Crimean War

Link to future Substantive knowledge	Upper KS2: Technology and settlement: Invaders and settlers KS3: Industrial Revolution	Upper KS2: Civilisations: Benin, Romans, Saxons Beliefs : Romans, Saxons Monarchy and Society, Benin, Romans, Saxons KS3: What is History Beliefs Society Tudor England	Upper KS2: Government: Victorians Culture and Civilisation: Benin Saxons Conflict: Invaders and Settlers KS3 : Renaissance English Civil War KS4 : Medicine: GCSE- science & technology Hippocrates & Galen

Historical Literacy
Pupils should have opportunity to communicate rich and detailed knowledge using subject specific vocabulary – this may through labels and captions Literacy should be supported by oracy Use language to describe passing of time- such as recently, a long time ago, lifetime, century, year, decade Ask historical questions Synthesise information from a range of sources to answer historical questions Make notes to record research and plan writing Describe changes and give reasons for changes Describe similarities and differences, compare and contrast Give reasons why people and events are seen as significant, evaluate their impact

Upper key stage 2
Substantive knowledge:

Historical Concepts	Chronological Understanding
Describe characteristic features of the past including ideas , beliefs, attitudes, and experiences of men, women and children: • Monarchy and society • Homes and Settlement • Peace and Conflict • Technology (including agriculture and medicine) • Religion and Beliefs • Culture and Civilisation • Transport and Exploration • Government and democracy	Describe the main changes in a period of history (using terms such as social, religious, technological, cultural) Understand concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events

Disciplinary knowledge:

Historical enquiry and interpretation	Significance	Cause	Change	Difference and Similarity

Use sources of evidence to deduce information about the past Suggest suitable sources of evidence , giving reasons for choices Use sources of information to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past Understand no single source of evidence gives the full answer about the past. Understand and suggest reasons why people may have presented the past in different ways. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Explain why historical people/events are deemed as significant. Evaluate the significance of historical people/ events	Identify causes of events and changes. Recognise that there may be more than one cause. Evaluate the importance or relevance of different causes of historical events or change.	Understand periods of significant change in history Describe the main changes in a period of history (using terms such as social, religious, political, technological)	Describe the social, ethnic, cultural or religious diversity of past society Recognise similarities and differences between periods and cultures studied – for example Bronze Age and Ancient Egypt . Recognise similarities and differences and societies between modern times and the past.

Historical Literacy
Pupils should have opportunity to communicate rich and detailed knowledge using subject specific vocabulary – this may through labels and captions Literacy should be supported by oracy Use language to describe passing of time- such as century, millenia, BCE. Use names for era and civilisations Synthesise information from a range of sources to answer historical questions Make notes to record research and plan writing Describe changes and give reasons for changes Describe similarities and differences, compare and contrast Give reasons why people and events are seen as significant, evaluate their impact Begin to use subject specific forms such as causal narratives or historical arguments

Year 5 and 6	Term 2	Term 4	Term 6

Substantive Concepts ***Chronology and Characteristic features of period studied developed in all units***	**Victorian Working Children**	**Local history: Bristol Slavery /Benin** **2024-5 this will be term 6**	**Invaders and Settlers in Britain** **Romans (Y5)** **Saxons and Vikings (Y6)** **2024-5 this will be term 2**
	Queen Victoria Dr Barnardo Lord Shaftesbury	John Cabot Oba	Alfred the Great Bede
	Technology Government and Democracy Homes and Settlement	Technology Transport and exploration (Slavery) Culture and Civilisation Monarchy and Society	Warfare (Romans) Religion Monarchy and Society Technology (Viking ships) Culture and Civilisation Trade, Transport Exploration (Romans and Vikings- include slaves)
Disciplinary Concepts ***Using sources and interpreting evidence in all units***	Cause Change Difference and similarity Significance	Change Difference and Similarity	Change Difference and Similarity Interpretation

Links to previous and future learning	KS1 Transport-Brunel Government and democracy- Greeks KS3 : Victorians Industrial revolution KS4 : Medicine- Health and People	KS1: Monarchy and Society-Castles Trade, transport, Exploration-Brunel Lower KS2: Culture and Civilisation = Greeks, Invaders and Settlers Technology- Stone Age to Bronze Age, Invaders and Settlers (Metal working) Trade Transport, Exploration (Romans, Vikings) Future Learning: KS3: Slavery	Lower KS2: Culture and Civilisation, Greeks, Romans, Bronze and Iron Age Peace and Conflict- Greece, Iron Age Technology: Stone Age to Iron Age KS3: Norman Conquest What is History ?

Key stage 3:
Substantive Knowledge:

Year	Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Diversity
7	Recognise chronological themes and overviews, demonstrating specific and detailed knowledge of key points.	Be curious about people and show interest in stories Answer 'how' and 'why' questions … in response to stories or events.	Can describe changes and continuities across a period Can explain the reasons for different changes/continuities across a period.	Assess the impact of religion and influences over time, medieval churches, Henry VIII's break with Rome Analyse the difference in the lives of rich and poor in medieval times and compare to today

	Attribute key words to dates and place dates in chronological order when describing events. Link events, artefacts and historical figures on a timeline using dates to key knowledge to explain a point.	Explain own knowledge and understanding and asks appropriate questions.	Beginning to evaluate the extent of change in a period.	Compare the changing nature of democracy- introduction of Norman control, feudal system, Magna Carta and Henry VIII's suppression of the Catholic Church
8	Depth and balance are used when explaining events. Chronological reference, evidence and dates are used to support a framework of argument and/or opinion. Key examples using key terms are selected from thematic understanding to support an argument. Events, people, places are linked together to provide a context of argument.	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections when assessing enquiry and interpretation.	Explains in detail, two or more reasons for an event happening and/or consequences of an event. Clearly understands the links between events and the consequences. Can describe in detail changes and continuities across a period. Can assess the extent of change across a period and can come to a conclusion about the overall extent of change. Can analyse the importance of different turning points and compare their importance	Understand the threats and role of protests in democracy; Guy Fawkes, Oliver Cromwell, execution of Charles I Explain the importance of the effect of the Transatlantic Slave Trade on the heritage of African citizens, assessing the impact of Britain's role in trade and empire growth Analysing the circumstances of the rich and poor in Victorian England with a focus on public health, crime and punishment
9	Analyse and explain the important of an event and identify themes of change in a chronological framework. To be able to group events into factors and key arguments using specific evidence and key words.	Draw contrasts and analyse trends within periods and over long arcs of time	Uses understanding of change and continuity to assess the importance of a turning-point in a period and are also able to assess the extent of progress. Explains a range of reasons for an event happening/ consequences of	Recognising the importance of the sacrifice and leadership of others to secure democracy and freedom through the study of World War One and World War Two Analysing the importance of protests and campaigns to instigate change and impact democracy

	Prioritise events in order of impact using evidence.		an event and conclude about which is the most important. Confidently highlights and analyses the links between different causes or consequences.	today though the study of the Suffragettes Study the tragedy of the Russian Revolution and the impact this had on international relations today Evaluate the impact of the Holocaust on Jewish communities and how ensure genocide can be learnt from and not repeated Assess the impact the diversity of the decades has upon modern society

Disciplinary Knowledge:

Year	Historical Interpretation	Cause/Consequence	Significance
7	Contrasting arguments and interpretations of the past – explain why there might be two different interpretations of an event Pursue historically valid enquiries Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts	Identify short, medium and long term causes and identify a catalyst and turning point Identify short, medium and long term consequences and identify impact socially, politically, economic and religious	Can identify possible reasons for the importance of events/people in the past. Maybe generalised and unspecific. Can identify historically significant people, events or changes and can give a reason why, however it may be simple or descriptive and may begin to explain.
8	Discern how and why contrasting arguments and interpretations of the past have been constructed. Begin to compare different interpretations critically, identifying motives and purpose of interpretations. Pursue historically valid enquiries including some they have framed Understand how different types of sources are used rigorously to make historical claims with a breakdown of content and provenance Create relevant, structured and evidentially supported accounts with a clear judgement	Explain a series of short, medium and long term causes and identify a catalyst and turning point Explain short, medium and long term consequences and prioritise impact socially, politically, economic and religious evaluating the most important factor	Clearly explains why some people, events or changes are more historically significant than others. Begins to use criteria (e.g. Counsell's 5Rs) to assess how significant an event, person or change was Confident with using criteria to assess how significant an event, person or change was.

9	Discern how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. High ability answers are based on understanding of the historical context Comparisons are made of different interpretations and analysis of effectiveness draws upon historical knowledge. Create relevant, structured, balanced and evidentially supported accounts with a clear judgement Understand how different types of sources are used rigorously to make historical claims with a focus on 'how convincing' or 'utility'	Analyse a series of short, medium and long term causes and identify a catalyst and turning point interpreting the influencing factors such as individuals, democratic changes, political interests and welfare Explain short, medium and long term consequences and prioritise impact socially, politically, economic and religious evaluating the most important factor for the key country and individual, and also the wider impact on nations and democratic systems.	Compare criteria for judging how significant an event, person or change was to come to an overall conclusion Use knowledge and understanding to form a well-argued conclusion as to the significance of a person, event or change using a range of criteria and the work of other historians.

Historical Vocabulary
Year 7: Heir, Infantry, Cavalry, **Continuity**, **Invasion**, **Population**, Peasant, Revolt, Statute, Plague, **Epidemic**, **Significance**, Disease, **Provenance**, **Parliament**, **Interpretation**, Excommunicate, **Medieval**, Feudal, Cathedral
Year 8: Homicide, **Metropolitan**, **Investigation**, **Interpretation**, Puritan, Cavalier, **Treason**, Censored, Protectorate, **Royalist**, Execution, Rural, **Domestic**, **Industry**, Locomotive, Patent, Transatlantic, Merchant, **Plantation**, **Rebellion**, **Abolition**, Monarch, **Economic**, Interregnum, **Regicide**, **Restoration**, **Republic**, Leveller, Political, **Protestant**
Year 9: **Constitution**, **Amendment**, **Prohibition**, **Democrat**, **Republican**, Bootlegging, Speakeasy, Prevention, Entente, **Alliance**, Recruitment, **Conscription**, Censorship, Munitions, **Militant**, Trenches, **Artillery**, Mobilise, **Attrition**, Propaganda, **Armistice**, Pacifist, Conscience

Suggested key topics:

	Term 1 Did the Normans improve England?	Term 2 How did William keep control?	Term 3 Did the Black Death cause more good than harm?	Term 4 Has punishment kept up with crime over time?	Term 5 Who was the best Medieval monarch?	Term 6 Was Henry VIII a spot of blood and grease on the pages of British History?
	Source skill focus: How do you know (4)		**Source skill focus: Useful (8)**		**Source skill focus: Useful- comparison (12)**	
Year 7	**Substantive Knowledge:** Chronological Understanding Change/Continuity **1.What is history?** Understand what chronological order means: example events to span Egyptians 2560BC-Man walks on the moon AD 1969 Understand period of the 'Middle Ages'- concept of after ancient Greeks and Romans but before modern times Understand the significance of BAME in our heritage Categorise events into centuries – look at change/ continuity	**1.Why William built castles** Describe the role of rich and French barons consolidating Norman control Understand what is meant by a 'motte and bailey' castle. Assess the advantages and disadvantages of a motte and bailey castle. **2. Methods of control: Domesday Book** Describe the purpose of the Domesday survey. Explain how the Domesday book increased Williams control. Evaluate the legacy of the Domesday Book	**1.The importance of the Church** Describe the role of God, heaven and hell Explain the importance of religion in medieval times. Evaluate the role of religion in everyday life- Doom paintings can be used as a case study here **2. The daily life of nuns and monks** Describe the role of a nun and monk Explain why people became nuns and monks Evaluate how far monks and nuns helped medieval society	**1.Ancient C&P** Describe the role of animals Explain the influence of Christianity Explain the role of slavery Evaluate the trials and reaction of government **2.Medieval C&P** Describe the links to Feudal System Explain types of punishment Explain the long term effects of mutilation Evaluate the influence of fines **3.Tudor C&P** Describe the links to the feudal system	**1.Who killed Thomas Beckett?** Describe Thomas Beckett's role within the Church Explain the events in the quarrel between Henry II and Becket in chronological order Evaluate King Henry's motives in making Becket Archbishop of Canterbury Investigate the causes and consequences of Becket's murder **2. Was Richard a Lionheart?** Define the period in history known as 'the Crusades	**1.How did the Tudors take control?** Describe succession Explain the importance of monarchy Evaluate the importance of an heir for dynasty **2. Who was Henry VIII?** Describe the reputation of Henry VIII Explain how Henry VIII spent his time and money Evaluate how far Henry VIII related to the Catholic Church as a young man **3. How many wives is too many?** Describe why Henry married

	2.How can I develop my history skills? Understand the difference between a contemporary and secondary source **3.What was life like in Britain pre 1066?** Describe the lives of rich and poor- why was there a different in wealth? How was this shown? Explain the impact of religion and role of Christian Church Evaluate the importance of goods produced in medieval Britain and where they came from. **4.Who shall be King?** Compare the 3 different men who wanted to be King of England in 1066: ● Harold Godwinson ● William of Normandy ● Harald Hardrada Focus on family history, links to Edward, reputation, support for the claim to the throne. **5.Who lost out at the Battle of Stamford Bridge?** Identify the contenders for the English throne who fought at the Battle. Explain the events of the Battle.	3. **Methods of control: Feudal System** Describe 4 layers of the Feudal system Explain how the Feudal System worked as a method of control- the return of loyalty. Examine the role of money from barons to keep power and control Evaluate how effective the feudal system was. **4. Methods of control: Castle Development** Describe key features of castle development: keep, moat, barbican, portcullis, battlement Assess how features in castles attribute to castle design over time: stone keep, concentric castles **5. Castle Attack** Seize of Rochester Castle could be used as a case study here. Recall the names of a least five weapons, methods or tactics used to get into a castle Explain how each of these weapons, methods or tactics was designed to work Evaluate how enemies were still able to enter castles i.e. how King John eventually got into Rochester Castle **6. Who was in a Castle?**	**3. What was life like in a medieval village?** Describe living conditions of a villain Describe how a medieval villager spent his day Compare what life was like in a medieval town compared to a village Evaluate how standards of cleanliness and personal hygiene were different to today **4. What was the Black Death?** Describe the difference between Bubonic and Pneumonic plague Explain what people thought caused the Black Death Evaluate how deadly the Black Death was **5.Who healed the sick in the Middle Ages** Describe the role of religion Explain the role of hospitals in terms of care versus treatment Evaluate the progression of medical knowledge **6. Did the Black Death cause the Peasant Revolt?** Describe why the peasants were so angry in 1281	Explain the different treatment of the rich and poor Evaluate whether it was a 'crime to be poor' **4.Early modern C&P** Describe who Highway men were and their role in society Explain the influence of Dick Turpin Evaluate the impact on literature **5.Witches** Describe the stereotypes and assess their reality Explain the types of punishment for witches Evaluate the influence of religion and superstition **6. Victorian C&P** Describe corporal punishment Explain the role of punishment in domestic, school and workplaces Evaluate the impact on rich versus poor **7. Modern day C&P** Describe the interrelationship of drugs and crime Explain cyber crime Evaluate the role of prisons in society **8. Death Penalty**	**3. Was King John any good?** Describe King Johns position in the royal family line Explain the importance of the Magna Carta Evaluate the consequences of King John's mistakes **4.Why was Edward I called the 'Hammerer of the Scots'?** Describe Edward's character. Explain his role in defeating the Scottish armies. Evaluate: 'Is it fair to call him the Hammerer of the Scots'? **1. What happened to Henry V in Agincourt?** Describe Henry V's character. Explain his role in the battle of Agincourt. Evaluate: Was Henry the main reason for the outcome at Agincourt? **2. Top Trumps- who was the best king**? Describe key features of the 5 kings. Explain their ranking of each king. Evaluate which King was the best with a balanced answer.	so many women Explain what happened to each of his wives Evaluate the impact the legacy of his marriages had on his reign **4. Why should we learn about Black Tudors?** Describe the significance of 'Black Tudors' as a research and individuals Jacques Francis, Diego, Mary Fillis and Cattelena of Almondsbury John Blanke Explain how the perception of Black Tudors has changed over time. Evaluate the significance and impact of the research into 'Black Tudors' **5. How can you create your own Church?** Describe how and why Henry VIII fell out with the Pope Explain how Henry VIII broke with Rome Evaluate how the break with Rome affected Henry's relationship with English citizens **6. What did the Protestants protest about?** Describe the difference between the Protestant and Catholic Church Explain why some

	Evaluate the physical and mental condition of the winning side at the end of the battle. **6.How was the Battle of Hastings won?** Describe the key events of the Battle Compare the weapons and tactics that were used by William's and Harold's men at the Battle of Hastings. Analyse the tactics used by Harold and William in the battle. Judge how each of the armies fought in the early stages of the battle. Investigate how King Harold died. Evaluate how William won the Battle of Hastings **7. The Conquest of England** Discover how William went about increasing his power after the battle. Examine William's key problems after his Victory at Hastings and analyse how he dealt with them Analyse 'the march to London'	Understand the names and jobs of the people who lived in a castle Examine what day to day life was like in castle Evaluate how the design and roles of those employed elevated power of barons and lords **7. Where have castles all gone?** Describe how the use of castles has changed since the Middle Ages Explain why castle-building ended Explain what we can do to protect castles today **LOCAL STUDY: CASTLES**	Explain and link the causes of the peasant's anger to how the revolt was sparked Discover what happened to the angry peasants when they took their revolt to London: Wat Tyler Evaluate the consequences of the peasant's revolt and breakdown of feudal system **7. Why did Britain experience a wave of immigration between 1330 and 1550?** Describe why Britain experienced immigration post hundred years war, War of Roses and Black Death. Explain how immigrants during this time were accepted into society. Evaluate how our interpretation and research is changing our perception of immigration.	Describe the use of the 'legal' death penalty Explain the arguments for and against the death penalty Evaluate the impact of pressure groups		Protestants criticized the catholic Church after the reformation Evaluate the impact the 'split' of Protestant and Catholic beliefs had upon Tudor life **7. Would you trust a 9 year old as your king?** Describe the relationship between Henry VIII and Edward Explain how and why Henry's son changed religion in England Evaluate the impact Edward's reign had on religious change
	Significance **Williams leadership and tactics were the most**	**Cause/Consequence** **Account for the changing use of castles over time**	**Significance** **Explain the significance of the Black Death on the**	**Cause/Consequence** **Write an account of how crime and punishment has changed over time**	**Interpretation** **Who was the Best Medieval Monarch?**	**Interpretation** **Was Henry VIII a spot of blood and grease on the pages of British History?**

	significant reasons for Norman victory		**breakdown of the feudal system**			
	Content links to previous learning:					
	Previous learning Romans Normans Anglo-Saxons Role of castles in society	**Previous learning** Romans Normans Anglo-Saxons **Link to future learning- KS4** Tudor life – paper 2	**Previous learning** Great Plague **Link to future learning- KS4** Medicine – paper 2	**Previous learning** Normans Tudors Victorians **Link to future learning- KS3:** Industrial revolution Victorian- Jack the Ripper Victorian public health **Link to future learning- KS4** Medicine paper 2- Public Health	**Previous learning** Who lives in a Castle **Link to future learning- KS3:** Comparison of Tudor monarchs	**Previous learning** Tudors Who lives in a castle? **Link to future learning- KS3:** Stuarts **Link to future learning- KS4** Elizabeth paper 2
Year 8	**Term 1** **How does a King lose his head?**	**Term 2** **What was Britain's role in the slave trade?**	**Term 3** **Why did the sun never set on the British Empire?**	**Term 4** **How revolutionary was the Industrial Revolution?**	**Term 5** **Why was Jack the Ripper never caught?**	**Term 6** **How far was WWI the war to end all wars?**
	Source skill focus: INTERPRETATION How do they differ? (CONTENT) (4)	**Source skill focus: INTERPRETATION How do they differ? (AUTHOR) (4)**	**Source skill focus: More convincing opinion (8)**		**Source skill focus: Useful- comparison (12) (extend from yr 7 to have a clear focus on provenance and extent here)**	
	1.Remember, remember the fifth of November Describe the accepted facts about the Gunpowder Plot Explain the role of individuals Evaluate why the plot was so significant **2.Were the plotters framed?** Describe at least two opposing theories	**1.Africa** Describe life in African village and cities before the slave trade. Explain trade deals and African economy. Evaluate why the Slave Trade was able to begin. **2.Triangular Trade** Describe the 3 countries involved in the triangle. Explain the role of Britain.	**1.What was the British Empire?** Define the nature of an Empire. To explain Niall Ferguson's interpretation of the British Empire. To analyse why historians have different interpretations. **2.Colonization of the Americas**	**1.What was Britain like 150 years ago?** Describe the 'domestic system'. Explain how products were manufactured in Britain before 1745. Evaluate how and why the introduction of machines changed the way goods were mad in Britain forever. **2. How did factories create towns?**	**1.Crime and punishment** Identify whose role it was to catch criminals in 1800. Explain 'capital crime' and 'transportation'. Evaluate the impact of a new police force. **2.Prisons** Describe prison conditions in the 1800s. Explain how prison life changed.	**1. Trench Conditions** Describe the typical conditions of a soldier in the trenches. Explain the main areas of conflict and the main features of trench warfare. Evaluate the extent trench conditions were known by the British public. **2. Weapons** Describe 4 key weapons of war

	Explain and compare the theories Evaluate how far the plotters could have been framed **3.Why did the English start fighting each other?** Define the term 'Civil War'. Explain why Charlies I had become so unpopular. Compare the views of Roundheads and Cavaliers and evaluate extent of support from the public. **2.Battles: Roundheads versus Cavaliers** The Battle of Naseby could be used as a case study here. Describe key features of battle: cavalry, pike men, musketeers, infantry Explain what soldiers looked like. Evaluate the effective fighting methods and example of victories from either side. **3.Why was Charles sentenced to death?** Describe the key events of the trial. Explain how judges arrived at their verdict. Evaluate whether Charles I should have been executed. **4.Who was Oliver Cromwell?**	Evaluate the extent of African tribe participation. **3. Middle Passage** Describe slave capture and journey to barracoons. Explain key experiences of the voyage of middle passage. Evaluate why slavery was allowed to continue in this way for so long. **4.Slave Auction** Describe an auction or scramble and 2 ways slaves were sold. Explain how traders prepared slaves to maximize their profits. Assess why some slaves were sold for higher prices than others. **5.Plantation Life** Describe the difference between a field and domestic slave. Explain a slave's typical daily routine. Evaluate how and why slaves resisted and reacted to harsh treatment. **6.Abolition** Describe the different factors that contributed to the abolition of slavery. Explain when both slave trading and slave ownership	To describe the colonisation of the Americas. To explain the different motivations for colonising America. Evaluate: can colonisation be justified? **3.American Independence** To describe the build up to the American war of independence. To explain the different reasons why America decided to become independent. Evaluate: why do people rebel? Causes of American War of Independence: tax, idea of liberty, and British oppression. **4.Jamaica** To describe the different peoples that have inhabited Jamaica. To analyse the main reason why the British were in Jamaica. Why was Jamaica so significant to rise and fall of the British Empire? **5.East India Company** To describe the start of British rule in India. To explain how the British Empire began to take control of India.	Describe how factories caused the population of towns to increase. Analyse the impact of the use of steam. Evaluate the positive and negative impact of factory development. **3.What was factory life like?** Describe what it was like to work in some of Britain's first factories. Explain why some factory owners were unwilling to improve working conditions. Evaluate the 3 key reforms that eventually improved life for Britain's workers. **4.Transport** ROADS: Outline the problems with Britain's transport system in 1745 Assess how Britain's roads were improved CANALS: Define what a canal is and explain why the Duke of Bridgewater built one Explain 2 reasons why 'canal mania' ended TRAINS: Describe what is meant by a 'locomotive' Explain the development of the railway and importance: Manchester and Liverpool	Evaluate the significance of Howard and Fry in these changes. **3.Jack the Ripper** Describe interpretations of Jack the Ripper's character, appearance and background using suspect examples. Explain the events surrounding the murders. Evaluate why Jack the Ripper was so difficult to catch. **4. Why is the Titanic so famous?** Describe the events of the Titanic Assess whether the Titanic was safe to travel Evaluate why the Titanic sunk **5.Why did the Great War start?** Describe the concept of a World War. Identify short and long-term causes of the Great War. Explain how the assassination of Franz Ferdinand led to the outbreak of war. **6. Conscription and propaganda** Define propaganda.	Explain why the weapons used in the Great War were so deadly. Evaluate which weapons were most effective. **3. Battle of the Somme** Describe key events of the battle. Explain the two differing opinions of General Haig. Evaluate to what extent Haig should be held accountable for the battle. **4. Shell Shock** Describe the symptoms and conditions of Shell Shock. Explain how the treatment of Harry Farr could be used as a case study. Evaluate how well victims of shell shock were cared for. **5. Armistice and Poppy Day** Outline the terms of the Armistice. Explain how and why 11 November is remembered today. Evaluate how the legacy WWI influences modern society. LOCAL STUDY: WAR MEMORIAL

	Define the role of Cromwell in a 'republic' and how the country changed. Explain key views of Puritans i.e. banning of Christmas Evaluate public reaction to the republic. **5.Cromwell- hero or villain?** Ireland can be used as a case study here. Examine why people admired and respected Cromwell. Analyse Cromwell's actions to earn a poor reputation i.e. Ireland Evaluate whether he deserves to be remembered as a saint or sinner. **6.What happened to Cromwell?** Define 'regicide'. Describe how Cromwell died. Explain how the country became a monarchy once more. Evaluate why King Charles II sought revenge after 1660.	ended in Britain and the Empire. Prioritise the different factors that led to the abolition of slavery. **7.Breaking the chains- how far did abolition free slaves?** Describe the impact abolition had on slave communities. Explain the misconceptions that slaves were 'freed' immediately. Evaluate the links of abolition and modern slavery. LOCAL STUDY: Assessment COLSTON STATUE and historical interpretations	Start to evaluate Ferguson's interpretation of BE. **6.Indian rebellion** To describe the changes of British rule in India. To explain how the British Empire began to take control of India. To challenge Ferguson's interpretation on Empire. **7.Raj** To describe success and failures of British rule in India. To evaluate British rule in India. To form your own judgement on the BE.	could be used as a case study Evaluate how the development of the railway impacted Britain's economy **5.Invention and Design** Identify some of the achievements of Britain's great inventors, designers and scientists. Evaluate who you think deserves the title 'Greatest inventor and/or Designer' **6. What made Victorian Britain stink?** Sheffield could be used as a case study here. Describe what life was in industrial cities. Explain how the conditions had an impact on public health. Evaluate how far life had changed pre 1750. **7.Victorian sickness** Describe the most common diseases in the 19th century Smallpox Cholera Typhoid TB Explain why diseases was so common at the time Evaluate government intervention Local study: Brunel Bristol	Explain the reasons why men chose to fight- include case study of Walter Tull here. Evaluate how the government used propaganda to attract volunteers.	

	Cause and Consequence **The actions of Charles I were the key cause of the 1642 English Civil War**	**Historical Interpretation- GCSE Nazi G paper style** **'To what extent do you think Colston's statue should have been thrown into harbour?'**	**Historical Interpretation- GCSE Nazi G paper style** **To evaluate Niall Ferguson's view of the British Empire.**	**Significance** **'George Stephenson was the greatest inventor of the Industrial Revolution' Do you agree? Explain with reference to two other inventors**	**Cause and Consequence** **The inadequacy of the police force was the main reason why Jack the Ripper was not caught**	**Significance** **Haig- Lion's led by donkeys**
	Content links to previous learning:					
	Previous learning Tudors- KS2 and KS3 **Link to future learning- KS4:** Elizabeth paper 2	**Previous learning** Tudors **Link to future learning- KS3:** Empire **Link to future learning- KS4:** Elizabeth paper 2	**Previous learning** Tudors **Link to future learning- KS3:** Industrial revolution WWI & WWII **Link to future learning- KS4:** Conflict & Tenison paper 1	**Previous learning** Victorians Isambard Kingdom Brunel Empire Slavery **Link to future learning- KS3:** Decades WWI Boom and Bust **Link to future learning- KS4:** Medicine paper 2 Germany paper 1	**Previous learning** Victorians Isambard Kingdom Brunel Empire Slavery **Link to future learning- KS4:** Medicine Paper 2	**Previous learning** Helpful Heroes Victorians Isambard Kingdom Brunel Empire Slavery **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2

Year 9	**Term 1** **How did the FWW create change?**	**Term 2** **Why did America boom then bust?**	**Term 3** **Did Britain meet the demands of another World War?**	**Term 4** **How was the Holocaust humanly possible?**	**Term 5** **How does conflict create change?**	**Term 6** **Which decade saw the most significant change?**
	Source skill focus: INTERPRETATION How do they differ? (CONTENT) (4)	**Source skill focus: INTERPRETATION How do they differ? (AUTHOR) (4)**	**Source skill focus: More convincing opinion (8)** **Extend from year 8 as a direct comparison**		**Source skill focus: Useful- comparison (12) (extend from year 8 to have a clear focus on judgement and evaluation of overall utility)**	
	1.Post war changes tensions **Medicine** **Society** **Politics** **Women** **Democracy** **2.Why were women fighting for equality** Describe stereotypes of women at the time. Explain significant women in history who challenged these stereotypes. Evaluate the changes needed to be made to support women achieving equality. **3.Who were the suffragettes?** Describe women who identified as suffragettes and why. Compare suffragettes and suffragists.	**1.Why did the USA Boom?** Describe the prosperity of the 1920s. Explain how music and culture changed- were the 20s roaring for all? Evaluate the impact the boom had on economic markets worldwide. **2.Did the USA 'boom' for everyone?** Describe the impact the 20s had on immigration. Explain the perceived threat of communism. Evaluate whether Sacco and Vanzetti were guilty. **3. Prohibition** Describe prohibition legislation. Explain the increase in illegal activity. Evaluate why prohibition could not be sustained.	**1.Why did another WW break out?** Describe Hitler's aims Explain the breakdown of appeasement in 1939. Evaluate the initial public reaction to war. **2.Homefront** Describe impact of evacuation, rationing, home guard etc. Explain the impact the home front had upon changing civilian life. Evaluate whether there was great support or not for the home front. **3. Dunkirk** Describe the events of Dunkirk. Explain why Dunkirk could be considered a success or failure.	**1. Who were the Jewish people of Europe before the Second World War?** Define the term the Holocaust. Identify where the Jewish communities lived prior to WWII. Describe Kristallnacht and explain how Hitler's aims impacted Jewish life 1933-38 Evaluate German reaction to persecution including those from minority communities using Hans-Jurgen as a case study. **2. Where can we find resistance in the ghettos?** Describe the steps taken to establish the Warsaw Ghetto and explain how the Jewish communities were treated. Analyse interpretations on resistance in the Warsaw Ghetto.	**1.Nuclear War** Describe how and why the USA joined WWII; Pearl Harbour. Explain the impact USA involvement and tension with Japan impacted the War Evaluate the impact this had upon Allied relations. **2. Hiroshima and Nagasaki** Describe the nuclear attacks. Explain the impact on civilians and tension between USA and Japan. Evaluate the long term effects of the nuclear bombing. **3. Cold War** Describe the origins of the Cold War Explain why the Cold War was a threat to Britain	**Study of 'Decades'** • 1940s **Case Study: Why are the Windrush generation so significant?** Describe who the Windrush landing in 1948. Explain the significance of the Windrush generation in rebuilding WWII economy. Evaluate the importance of the 2018 Windrush scandal. • 1950s • 1960s • 1970s • 1980s • 1990s • 2000s • 2010 Each decade will be assessed through 5 consistent criteria: • Transport

	Evaluate the impact of women. 4. **Why is Emily Davidson significant?** Describe the events surrounding Davidson's death. Explain why some evidence is unclear. Evaluate whether Emily Davison meant to kill herself. **3.Democracy versus dictatorship** Describe the difference between a democracy and dictatorship. Explain the effect of democracy and dictatorship models to society and persecution of minority groups. Evaluate and compare country case studies of democracy and dictatorships. **4. Why was Communism seen as a threat?** Russia case study Describe the ideology of Communism Explain the impact of the Russian Revolution on society post war Evaluate the impact of a lasting 'Red scare'	**4. Wall Street Crash** Describe the Wall Street crash. Explain the effects the crash had on the economy. Evaluate the impact of the crash worldwide. **5. Great Depression** Describe what is meant by an economic Depression. Explain how the depression changed the living conditions of Americans and African Americans . Evaluate how far rich and poor societies were affected by the Depression. **6. The New Deal** Describe the New Deal. Explain the implementation of the New Deal. Evaluate the popularity of FDR.	Evaluate how opinions on Dunkirk have changed over time. **4. Blitz** Identify locations Britain experienced the most bombing and civilian Home Front roles in supporting the country including El Ekpenyon. Explain the impact the bombings had on British civilians. Compare British and German bombing i.e. London vs. Dresden. **5. D Day** Describe the events of the landings. Explain the impact eth D Day landings had on ending WWII. Evaluate why the legacy is important today. **6. How crucial were women in WW2?** Land army Decoding Domestic responsibility Attitude of the government and society. **7. How badly was Bristol affected in WW2?** **Bristol Blitz** Response to Churchill's visit Class divide	Investigate defiance at Terezin. **3. What was 'The Final Solution'** Define the Final Solution and judge the role of the Sonderkommando. Analyse the dilemmas, choices and responses to the Holocaust. Evaluate British responses to the Holocaust **4. What does it mean to survive the Holocaust?** Investigate the challenges and opportunities survivors faced after liberation with a focus on Zigi Shipper and Leon Greenman. Evaluate the long term impact of the Holocaust on Jewish communities. **5. Opportunities for home learning** Investigate the role of Oskar Schindler in saving Jewish citizens and evaluate how far he should remember a hero of the resistance. Investigate Jewish responses to the Holocaust (IOE resistance stories) Investigate the international response to the Rwandan genocide Investigate current anti-	Evaluate the impact the Cold War had upon global foreign policy **4. Vietnam war – Kent State Shooting** Describe the role of conscription and public opinion to the Vietnam War using Kent State as a case study. Explain the significance of public reaction the shootings and link to public opinion at the time. Evaluate the impact of government intervention and restoration. **5. March on Washington** Describe the role of Randolph and Rustin and the campaign for 'jobs and freedom'. Explain the significance of MLK I have a dream speech Evaluate the impact the march had upon the Civil Rights Movement. **6.Black Power** Describe the aims of Black Power. Explain the role of individuals such as Carmichael, Hamilton and Malcolm X. Evaluate the impact Black Power had upon the Civil Rights Movement.	• Entertainment • Technology • Work and home • Politics and conflict Each criteria will be rated in terms of significance using the 5Rs • Remarkable • Remembered • Resonant • Resulting in change • Revealing

	5. How diverse was Britain in 1919? Investigation as to why there were no Black soldiers in the Victory parade of 1919. Evaluate the role of Black soldiers in the British army in WWI. **6.Class divide and hierarchies** Describe the legacy of Victorian classes post WWI. Explain the emergence and role of Trade Unions. Evaluate how far WWI impacted class hierarchy .		Evacuation LOCAL STUDY: BRISTOL BOMBINGS	Semitism SPEAKER OPPORTUNITY	**7.MLK vs. Malcolm X** Describe the role of violent and non-violent protest. Explain the significance of the methods, leadership, and public opinion of MLK & MX. Evaluate the interpretations of contrasting impact on the Civil Rights movement**.**	
	Consequence: 1919- the forgotten year of British History	**Cause and Consequence:** Explain the impact of the Great Depression on economic prosperity and living conditions in the USA	**Historical Interpretation: How far was there Blitz Spirit?** How far do the interpretations support the feeling of Blitz spirit in London?	**Significance: significant attack on Jewish people 33-39** Explain the significance of Nazi attack on Jewish communities between the years 1933-39	**Interpretation:** Martin Luther King had the greatest impact on the Civil Rights movement. How far do you agree?	**Cause/ Consequence: Which decade saw the most meaningful change?**
	Content links to previous learning:					
	Previous learning Helpful Heroes Victorians Isambard Kingdom Brunel Empire Slavery WWI **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Industrial revolution WWI **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Blitz- KS2 Industrial revolution WWI Boom and Bust **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Industrial revolution WWI & WWII Boom and Bust **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Helpful Heroes Victorians Empire Slavery Boom & Bust WWI & WWII **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2	**Previous learning** Helpful Heroes Victorians Empire Slavery Industrial revolution Boom & Bust WWI & WWII **Link to future learning- KS4:** Conflict and Tension paper 1 Germany paper 2

Key stage 4
Substantive Knowledge

Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Diversity
Analyse and explain the importance of an event and identify themes of change in a thematic and depth framework of study. To be able to group events into factors and key arguments using specific evidence and key words analysing short term and long-term change. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact.	Apply valid criteria to contrast and analyse trends within periods. Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals.	Presents clear contextual evidence to assess the importance of a turning-point in a period and are also able to assess the extent of progress. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important. Confidently highlights and analyses the links between different causes or	Nations approaches to help: Greek, Roman, Islamic and Medieval medicine Impact of Black Death, Cholera, Smallpox on rich and poor Treatment of poor: Public Health, Liberal reforms, Elizabethan Poor Law Religious divide Elizabethan England

		consequences using contextual framework.	
Sustains analysis of the importance of an event and identify themes of change in a thematic and depth framework of study, whilst providing contextual content. To be able to group events into factors and key arguments using specific evidence and key words comparing short term and long-term change/impact. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact. Assessing the validity of the evidence to support the criteria in the analysis/ conclusion.	Apply valid criteria to contrast and analyse trends within periods forming a judgment of the greatest impact. Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals forming a balanced judgment.	Present clear contextual evidence to assess the importance of a turning-point in a period and be able to assess the extent of progress against valid criteria and contextual understanding. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important through comparing factors. Confidently highlights and analyses the links between different causes or consequences using contextual framework whilst sustaining a key argument.	Tensions between nations due to leadership and belief systems: Japan, China, France, Britain, America Persecution of minorities in Nazi Germany

Disciplinary Knowledge

Historical Interpretation	Cause and Consequence	Significance
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence.	Apply valid criteria based on the direction of the question for judging how significant an event, person or change was to come to an overall conclusion Can use their knowledge and understanding to come to a well-argued conclusion as to the significance of a person,

Comparisons are made of different interpretations and utility/ how convincing a source is made with specific reference to the provenance. Asses the value of evidence using historical claims with a focus on 'how convincing' or 'utility'	Evaluate causes and rank order in social, political, economic, religious. Distinguish between impact for individuals, countries and wider impact- nations, religion etc.	event or change using a range of criteria and the work of other historians comparing the role of individuals.
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. Place the interpretation/ source in context of the wider scheme of events using chronological understanding. Comparisons are made of different interpretations and utility/ how convincing a source is made with specific reference to the provenance detailing the NOP of the source specifically. Asses the value of evidence using historical claims with a focus on 'how convincing' or 'utility' making a clear distinction between value of content versus provenance.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Rank factors in order of priority of key argument and question stem. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence whilst sustaining a clear judgement on the line of enquiry.	Sustain valid analysis of impact/change of an event/ individual. Can use their knowledge and understanding to come to a well-argued conclusion as to the significance of a person, event or change using a range of criteria and the work of other historians comparing the role of individuals coupled with contextual knowledge.

Specification topics:

Year 10	**Term 1** **Medicine stands still/ beginnings of change/ Revolution in medicine**	**Term 2:** **Revolution in medicine/ Modern medicine**	**Term 3:** **Elizabeth's court and parliament** **Life in Elizabethan times**	**Term 4:** **Troubles at home and abroad** **Historical Environment**	**Term 5:** **Conflict and Tension background**	**Term 6:** **Did the League of Nations achieve international peace?**

	Supernatural and natural medicine Medieval surgery Medieval hospitals Towns and monasteries Public health and Black Death Impact of Renaissance Dealing with disease: The Great Plague and growth of hospitals Prevention of disease: inoculation and vaccination, Jenner Pain and Infection Pasteur	Koch Germ theory and vaccination Erlich and magic bullets Cholera and public health Anaesthetics Antiseptics and aseptic surgery Industrial Britain Public health reformers Government involvement Developments in drugs: Penicillin New diseases and treatments Impact of war and technology – focus on developments in surgery Liberal social reforms Impact of war Welfare state and NHS Health care in the 21st century	Elizabeth's background and character Court life Elizabeth's ministers Relations with parliament Marriage and succession Problems Elizabeth Strength of Elizabeth's authority and Essex's rebellion Golden Age Living standards and fashions Prosperity and gentry Elizabethan theatre Poor Law Circumnavigation 1577-80 Impact of voyages Catholic threat	Question of religion The Northern Rebellion Elizabeth's excommunication Catholic plots 1 Catholic plots 2 Puritans and Puritanism Mary Queen of Scots- arrival, treatment, and removal from power Conflict with Spain; reasons, warfare, defeat of the Spanish Armada	**C&T: Peace making** End of WWI 'Big Three' and their sims Versailles Settlement and Allied/German reaction New states Fairness of treaty	**League of Nations**: origins, membership, and organisation The League's agencies Peacekeeping in the 1920s Diplomacy outside the League Collapse of the League; Great Depression, Manchurian Crisis, Abyssinian Crisis
Year 11	**Origins and outbreak of WWII**	**Germany and the growth of democracy**	**What were the experiences of Germans under the Nazis?**	**Revision and Intervention**		
	Hitler's aims Allied reactions to Hitler The Rhineland Support for Hitler Anschluss with Austria The Sudeten Crisis The Munich Conference Invasion of Czechoslovakia Nazi-Soviet Pact Invasion of Poland Causes of WWII	**Germany under Kaiser Wilhelm II** Ruling Germany Kaiser Wilhelm II Industrialisation and socialism Navy Laws WWI- war weariness and economic problems Germany's defeat and post-war problems	Economic changes Hitler Youth Women Control of Church Nazi culture Police State Resistance and opposition 33-39, 39-45 Racial policy and persecution Jewish persecution			

		Weimar government Change and unrest, 1919-23 Economic developments 24-29 International agreements Weimar culture **Germany and the Depression** Impact of Depression; growth of extremism and Hitlers appeal. Failure of Weimar democracy Establishment of dictatorship; removing opposition and Hitler becomes Fuhrer	The 'Final solution'			

Key stage 5
Substantive Knowledge

Historical Concepts	Chronological Understanding	Change/Continuity	Cultural Diversity
Analyse and explain the importance of an event and identify themes of change in a thematic and depth framework of study. To be able to group events into factors and key arguments using specific evidence and key words – analysing the inter-relationship and links between these factors. Understanding concepts of short term/ long term impact and change. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact. Explain the impact of individuals and pressure groups	Apply valid criteria to contrast and analyse trends within periods- categorising into political, social, economic Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals- comparing roles in power hierarchy i.e. female rulers, extreme political groups and dictators.	Presents clear contextual evidence to assess the importance of a turning-point in a period and are also able to assess the extent of progress analysing the contributing factors and forming mini conclusions. Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important. Asses the parallels between change and continuity of an event or individual across social class, economic progression, and foreign policy. Confidently highlights and analyses the links between different causes or consequences using contextual framework.	Tudor religion and social class diversity and discrimination. Religious divide and immigration in Tudor England. Persecution of minorities and Jewish persecution in Nazi Germany. Tensions between nations due to leadership and belief systems post WWII. Social class diversity post WWII.
Sustains analysis of the importance of an event and identify themes of change in a thematic and depth framework of study, whilst providing contextual content. To be able to group events into factors and key arguments using specific evidence and key words – prioritising the inter-relationship and links between these factors.	Apply valid criteria to contrast and analyse trends within periods forming a judgment of the greatest impact categorising into political, social, economic Use specific chronological knowledge to compare 'periods' of time and grouping of the impact of key individuals forming a balanced judgment- comparing roles in	Present clear contextual evidence to assess the importance of a turning-point in a period and be able to evaluate the extent of progress against valid criteria and contextual understanding considering the extent of progress analysing the contributing factors and forming mini conclusions.	African American discrimination and movement for Civil Rights. Role of individuals and pressure groups for achieving Civil Rights in America Discrimination of Native Americans end impact of Immigration in America

Understanding concepts of short term/ long term impact and change- whilst sustaining and reflecting a focus on a 'catalyst' for change or impact. Prioritise events in order of impact using evidence and applying valid criteria i.e. social, political, economics and religious impact. Assess the validity of the evidence to support the criteria in the analysis/ conclusion.	power hierarchy i.e. female rulers, extreme political groups and dictators.	Appropriately organises (i.e. group impact of an event, prioritised change) a range of causes or consequences of an event reaching a conclusion analysing the most important through comparing factors. Analyse the extent an individual across social class, economic progression and foreign policy has an impact on change/continuity and individual factors within the argument. Link the factors to support the argument- with a focus on inter-relationship of factors where appropriate.	Role of women in AA Civil Rights, equality in America and immigration

Disciplinary Knowledge

Historical Interpretation	Cause and Consequence	Significance
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. Compare the NOP of the interpretations- analysing influence in perspectives of writing e.g. The Bavarian Project Asses the value of evidence using historical claims with a focus on cross referencing sources to reach a firm judgement.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence. Evaluate causes and rank order in social, political, economic, religious. Distinguish between impact for individuals, countries, and wider impact- nations, religion etc. Ensure interrelationships between factors are drawn and be able to analyse the change and impact a cause or consequence has interlinking evidence and historical interpretation.	Apply valid criteria based on the direction of the question for judging how significant an event, person or change was to reach an overall judgement. Judgment to consider the wider impact or change a significant event of individual has through analysing of long term and short-term cause or consequence.
Apply evidence to provide context as to how and why contrasting arguments and interpretations of the past have been constructed and form a judgement which interpretation is more accurate against valid criteria. Place the interpretation/ source in context of the wider scheme of events using chronological understanding.	Group, categorise and factor a series of events i.e. political, economic, social impact or change. Rank factors in order of priority of key argument and question stem. Use factors appropriately to support a clear and balanced judgement citing opinion and evidence whilst sustaining a clear judgement on the line of enquiry.	Apply valid criteria based on the direction of the question for judging how significant an event, person or change was to reach an overall judgement. Judgment to consider the wider impact or change a significant event of individual has through analysing of long term and short-term cause or consequence- interlinking cotemporary sources and interpretation to support the judgement.

Compare the NOP of the interpretations- analysing influence in perspectives of writing e.g. The Bavarian Project and ensure a spectrum of interpretations are selected and analysed to from a balanced judgement Asses the value of evidence using historical claims with a focus on cross referencing sources to reach a firm judgement with full integration of NOP.	Ensure interrelationships between factors are drawn and be able to analyse the change and impact contrasting historical interpretation and contemporary source analysis as a basis of evidence.	

Specification topics:

Year 12	**Term 1** **Germany: Establishment and development of Weimar Republic 1919-Jan 1933**	**Term 1:** **Tudors: Religious change**	**Term 2:** **Germany: Establishment of dictatorship and domestic policy, Feb 1933-1939**	**Term 2:** **Tudors: Rebellion and unrest**	**Term 3** **Germany: The impact of war and defeat on Germany 1939-49**	**Term 3** **Tudors: Elizabethan monarch, government, and parliament**
	Consequences of WWI Impact of Treaty of Versailles Challenges of Weimar 1919-23 Stresemann and Golden Years Impact of the Great Depression Rise and appeal of the Nazis Hitler's admission to power in Jan 1933	The problem of Edward VI's age Religious policies under Edward Support for opposition for the policies under Edwards Religious policies under Mary Attitudes to Marian policies and Catholic restoration Catholic persecution	Hitler's consolidation of power System of government and administration Censorship and propaganda Police state and terror Opposition and resistance Nazi religious policies and attitude to the Churches Economic policy Women and the family Education and youth Racial policies to 1939	Causes of unrest 1547-58 Social and economic developments Rebellion of 1549 The Lady Jane Grey affair 1553 Wyatt's rebellion, 1554 **Elizabeth and religion:** Religious problems facing Elizabeth in 1558 The Elizabethan religious settlement The Puritan challenge Elizabeth's archbishops and their support The Catholic challenge	War economy and total war Bombing, anti-Semitism, and genocide Potsdam and the establishment of the Soviet zone The consolidation of the SED and developments in the Soviet zone The Western zone 1945-49 Cold War and Berlin Blockade	Role of court, ministers, and Privy Council Faction and role of gender The roles and management of the Lords and Commons Impact of marriage and succession and parliamentary privilege Impact of Mary Queen of Scots
	Term 4 **Germany: Divided Germany: The Federal Republic and the DDR 1949-63**	**Term 4** **Tudors Elizabeth's management of**	**Term 5** **Germany: NEA**	**Term 5** **Tudors – Elizabeth later years, 1588-1603**	**Term 6** **Germany: NEA**	**Term 6** **Civil Rights: African Americans**

		financial, economic, and social affairs				
	The Basic Law and constitution of West Germnay Political parties and elections West German economy and the economic miracle Foreign policy integration with the West Social change and the decline of Adenauer Emergence of the DDR Economic change in the DDR Social change in the DDR The Berlin Wall	The financial and economic situation in 1558 Sources of crown income and finances Financial problems, inflation, war, administration, and monopolies Overseas trade Poverty and the Poor Law	Coursework set up Skills: interpretation versus primary source Integration of NOP into answers Key historian texts: Kershaw Broszat Mommsen McDonough Bullock	Defence of the royal prerogative and relations with parliament Impact of war with Spain Social and economic problems Ireland and Essex Elizabeth's reputation	Key opposition topics Hitler Myth Role of Terror Internal opposition Impact of working-class support Youth Church Women	**Breadth:** Position of AA after the American Civil War Role of AA in gaining Civil Rights Roel of federal government Congress and the Supreme Court Role of state governments Role of pro-civil rights groups Role of anti-civil rights groups The civil rights movement to 1992 **Depth:** AA in the Gilded Age AA and the New Deal Black Power movement and African Americans

Year 13	**Term 1 Civil Rights Trade Union and labour rights**	**Term 1: NEA**	**Term 2: Native American Indians**	**Term 2: Women**	**Term 3 Native Americans Depth study**	**Term 3 Women**
	Breadth: The position of trade unions and organised labour Industrial growth and economic change	NEA: Finish drafts and submitting work **Depth study: African Americans**	Breadth: Position of Native Americans in 1865 and the Plain Wars Progress and development of Native American rights	Breadth: The position of women in 1865 Women's rights and campaigns up to WWI Women's rights and campaigns up to WWII	**Native Americans Depth study**	**Women Depth Study**

	Federal government attitudes and actions, including the significance of the Reagan era Impact of WWI and WWII Union unity and division and the impact of immigration Union action and membership, including Chavez and the United Farm Workers		The Native American movements 1945-92 Federal government attitudes and actions Native American pressure groups	The rise of feminism and its opponents Changing economic and employment opportunities		
	Term 4: Revision	**Term 4: Revision**	**Term 5: Revision**	**Term 5: Revision**	**Term 6**	**Term 6**

The role of assessment within the curriculum:

Work likely in …	Early Years	work likely at KS1 to	work likely at KS2 to	work likely at KS3
Chronological knowledge / understanding	• Use everyday language related to time • Order and sequence familiar • events • Describe main story settings, events and principal characters.	• Develop an awareness of • the past • Use common words and • phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework	• Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time	• Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time

	• Talk about past and present events in their own lives and in lives of family members.	• Identify similarities / differences between periods		
Change and Continuity *in and between periods*	• Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time • Question why things happen and give explanations • Know about similarities and differences between themselves and others, and among families, communities and traditions	• Identify similarities / differences between ways of life at different times • Recognise why people did things, why events happened and what happened as a result • Make simple observations about different types of people, events, beliefs within a society	• Describe / make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes • Describe social, • cultural, religious and ethnic diversity in Britain & the wider world	• Identify and explain change and continuity within and across periods • Analyse / explain reasons for, and results of, historical events, situations, changes • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in • past societies
Historical Vocabulary *e.g. empire, peasant*	• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	• Use a wide vocabulary of everyday historical terms	• Develop the appropriate use of historical terms	• Use historical terms and concepts in increasingly sophisticated ways
Historical Interpretation		• Identify different ways in which the past is represented	• Understand that different versions of the past may exist, giving some reasons for this	• Discern how and why contrasting arguments and interpretations of the past have been constructed

Historical enquiry	• Be curious about people and show interest in stories • Answer 'how' and 'why' questions … in response to stories or events. • Explain own knowledge and understanding and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain	• Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts below)	• Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information	• Pursue historically valid enquiries including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts
Significance of events / people	• Recognise and describe special times or events for family or friends	• Talk about who was important e.g. in a simple historical account	• Identify historically significant people and events in situations	• Consider/explain the significance of events, people and developments in their context and in the present.

KS3 assessment statement

Timescale	**What**	**Purpose**
Annual	Year 7 exam-50 mins Year 8 exam-1 hour Year 9 exam-1 hour 15 mins	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date.

End of unit/teaching block	Summative assessment These are end of 'unit' assessments. They comprise a set of knowledge questions e.g. define key terms, multiple choice followed by a GCSE style exam question equating to 16 marks	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (approx. 2 per unit) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS4 assessment:
AQA assessment structure:

Courses based on this specification should encourage students to:

- develop and extend their knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience

- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Section A: Period studies

The assessment will enable students to demonstrate their knowledge and understanding. Students will also apply their knowledge and understanding to second order concepts such as causation, consequence, and change. Students will also evaluate interpretations.

Section B: Wider world depth studies

The assessment will enable students to demonstrate their knowledge and understanding in relation to second order historical concepts such as causation and consequence. There will be an opportunity to demonstrate their ability to create structured analytical narrative accounts of key events. They will also be able to demonstrate their ability to understand, analyse and evaluate a range of sources.

The exams will measure how students have achieved the following assessment objectives:

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

KS4 assessment statement

Timescale	What	Purpose
Annual	Year 10 exam-Paper 2 from 2 years previous (e.g. in 2020 students sit 2018 paper) Year 11 Nov mock exam-previous year exam paper (e.g. in 2020 students sit 2019 papers 1 and 2)	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams

	Year 11 March mock exam-Paper 1 from previous year (e.g. in 2020 students sat 2019 paper) Year 11 May WTM-Paper 1 and 2 (current year)	
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/pre-learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions
Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

KS5 assessment:

OCR assessment structure:

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied.

The questions relating to the Period Study element will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Leaners will be expected to demonstrate abilities to explain, assess, analyse, and consider the relationships between key features of the period

studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgments more effectively substantiated.

In the enquiry element the focus will be on the critical use of evidence in investigating and assessing historical questions, problems, and issues. Each provides a range of perspectives affecting individuals, societies and groups and will enable learners to analyse and evaluate different interpretations and representations of the past through contemporary perspectives.

The critical evaluation of sources will be central to this element with all marks awarded against A02.

The sources selected for examination will be a range of types of written sources, contemporary to the period. Learners' knowledge of the historical content will only be credited insofar as it is used to analyse and evaluate the sources in relation to the question set.

KS5 Assessment statement

Timescale	What	Purpose
Annual	Year 12 exam-Paper 1 and Paper 2 -From previous years exam series Year 13 January mock exam-previous years exam series (Paper 1 and 2 all sections) Year 13 Easter Mock- Paper 3	Testing knowledge, understanding and skills under exam conditions. Provides a measure of progress to date. WTM ahead of external exams
Termly/half termly **End of unit/teaching block**	Summative assessment Mid unit and end of tests using PPs	Students complete the assessment under 'test' conditions. At the end students are given the opportunity to 'Go Green' and ABC (Add, build, change) before submitting Following teacher marking and individual written feedback, students are given the opportunity for further ABC with the addition of 'extend' questions to complete. Teacher input in the form of correcting common misconceptions arising from the assessment. Students reflect on learning/progress
Weekly/fortnightly	Progress quizzes (one following every homework) Linked to homework/independent learning	Progress quizzes are peer/self-marked. Feedback takes place in the lesson through questioning and teacher correcting common misconceptions

Lesson by lesson	Assessment for learning through practice questions (differentiated essential/challenge/extend)	Class discussion and teacher targeted questioning. Formative feedback

Appendices:

BLM/Diversity Links for the Primary Curriculum – Appendixes This needs to be embedded throughout the history curriculum. There are some ideas here, from a variety of sources, but feel free to use/add your own.	
EYFS	
KS1	Helpful Heroes – Mary Seacole – https://www.theblackcurriculum.com/download https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e8fca1b49de1a6c6357e422/1586481692124/MS+Activity+KS2+%281%29.pdf Walter Tull, Rosa Parks, Grace O'Malley, Nelson Mandela, Helen Keller, Louis Braille or Thomas Edison, Harriet Tubman, (you may find significant people that you can add to other topics) Guy Fawkes – Great Fire of London- Transport through the Ages- Castles- Black Tudors Local History- Bristol - celebrations/carnivals?
LKS2	**Egyptians**
	Maya
	Ancient Greece
	Stone Age
	Romans

	• Ivory Bangle Lady. Body discovered in York. Remains and artefacts show African descent. • Vindolanda. The Vindolanda tablets and artefacts found at the site show several good examples of African, Arabian and Middle-Eastern soldiers having being based at the site. • Septimus Severus, emperor of Rome. Born in modern day Libya, died in York. • Caracalla. Son of Septimus Severus. Proclamation of accession, as co emperor, at York. Concluded a peace treaty with the Caledonians. • Get a. Son of Septimus Severus. Co emperor with Caracalla. Murdered in 211. • In 1953 a skeleton was discovered of as woman of African descent at Beachy Head. Isotope analysis shows it to be from 200-250 • Human remains in York discovered in the 1950s included several of African descent. • 83 Roman Londoners remains discovered and 2 deemed to be of African descent. They lived in the 2nd century AD. • Tombstone of Victor the Moor • Tombstone of Barates of Palmyra, Syria • Burgh on Sands Roman fort. Known that North African troops were stationed here. Earliest known African settlement in the British Isles or Ireland. See David Olusoga's Black and British episode 1. • Rogatianus, centurion. Appears in War at the Edge of the World. • Account in officials histories of Septimus Severus being handed a garland whilst at Hadrians Wall by an Ethiopian soldier. The garland was seen as a symbol of his impending death, that an Ethiopian handed him it was noted as matter of fact, not surprising.
	Local History WW2 children
UKS2	**Anglo Saxons** • Abbot Hadrian of St. Peter and St. Paul's monastery in Canterbury is described by Bede as being from Amazigh. That is in Libya. https://blogs.bl.uk/digitisedmanuscripts/2016/10/an-african-abbot-in-anglo-saxon-england.html • St. John style crosses originate in Coptic Egypt, Nubia and Ethiopia. They can be found in Anglo-Saxon religious texts. https://blog.history.ac.uk/2017/08/the-anglo-saxon-era-and-the-wider-world/ • Anglo-Saxon artefacts excavated at Dar es Salaam and Kisiju, Coastal Tanzania. • England and Merovingian Gaul had imports that originated from Africa and India. Examples: cowrie shell, elephant ivory, pepper, incense, garnet. https://www.caitlingreen.org/2016/05/anglo-saxon-finds-france-africa.html?m=1 • Cowrie Shell finds at Anglo-Saxon sites • Bitumen found in the Sutton Hoo site originates from Syria. https://www.bbc.co.uk/news/uk-england-suffolk-38171657 • Anglo-Saxon book The marvels of the East refers to animals from Africa, India and the Middle East. The book is held by the British Library. https://www.bl.uk/collection-items/the-marvels-of-the-east

Vikings-

- Map showing Viking trade, settlement and raids. Remember that much of the Iberian peninsular was held by Moors at the time.

- Raids often resulted in people being captured for sale as Slaves. These sales took place in established and emerging ports held by the Vikings or with whom they had a working relationship. This article notes that African slaves could have been sold in the Viking port at Dublin. https://www.tandfonline.com/doi/full/10.1080/0144039X.2019.1592976

- Ibn Hawqal, an Arab geographer, described a Viking slave trade in 977 A.D. that extended across the Mediterranean from Spain to Egypt

- "Slavery was a very significant motivator in raiding.
  Neil Price, Archaeologist

- For example, at a Swedish site called Sanda, researchers in the 1990s found a great hall surrounded by small houses. Some Swedish archaeologists now believe this could have been a Viking plantation with slaves as the labor force
- “What you likely have is a slave-driven production of textiles,” said Price. “We can’t really know who is making the cloth, but the implications are clear.”
- Note: these slaves came from anywhere the Vikings raided.

- Source:https://www.nationalgeographic.com/news/2015/12/151228-vikings-slaves-thralls-norse-scandinavia-archaeology/

- Ahmad Ibn Fadlan, an Arab lawyer and diplomat from Baghdad who encountered the men of Scandinavia in his travels, wrote that Vikings treated their female chattel as sex slaves. If a slave died, he added, “they leave him there as food for the dogs and the birds.”

- Bones are yielding new clues about the massive, mysterious Viking forces that invaded England...

- One expert says symbols for “Ali” and “Allah” were unearthed in Scandinavia, though other experts remain skeptical.

- Both lines from same article. If early Islamic artefacts were in Scandinavia it is reasonable to assume some would also be in the British Isles.

- Viking Slave trader selling a girl to a Persian buyer on the banks of the River Volga. Source and caption: National Geographic

- Life of St. Anskar notes slaves as a tradable commodity.

- The Fragmentary Annals note "Blue Men" being sold as slaves. Widely believed these are black Africans captured on raids.

- Kristen Wolf in Daily Life of the Vikings writes that Dublin was the primary slaving port of north west Europe. Including black African slaves.

- The same Viking leaders who attacked England also attacked France, Spain, Portugal and North Africa:

- "A more successful Viking excursion to the area came 15 years later. It was led by Hastein and Björn Ironside, sons of the legendary Viking Ragnar (some sources suggest Hastein was adopted). In AD 859, they left France's Loire to sail around the Iberian Peninsula with an expedition of 62 ships. Again, they struggled against the Asturians and, in Spain, were defeated by the Muslim army of the Umayyad Caliphate of Córdoba.

- Instead of fleeing back north, the Vikings slipped through the straits, past the Pillars of Hercules and into the Mediterranean, taking Algeciras (south Spain) by surprise, sacking the town and torching the mosque. More raids followed on the shores of North Africa, where they plundered Nekor (in modern Morocco), and attacked settlements at Orihuela (south-east Spain) and the Balearic Islands.

- After spending winter in Camargue on the mouth of the River Rhone, Hastein and Björn renewed their offensive in the Rhone Valley. They sacked Narbonne, Nîmes and Arles, pushing as far north up the river as Valence, before turning their attentions to Italy. At least part of the Viking fleet travelled along the Tuscan coast, went up the River Arno and attacked Pisa and Fiesole."

- Source: https://www.historyextra.com/period/viking/vikings-norse-raiders-where-countries-visit-impact-travell-russia-greenland-america-england/

- Article about Africans in the British Isles during the Viking Age. http://solarey.net/vikings-morocco-africans-early-medieval-ireland-britain/

- Article about Arabian finds in a Scandinavian Viking burial site https://www.thenational.ae/world/when-the-arabs-met-the-vikings-new-discovery-suggests-ancient-links-1.125718
- New Perspectives on Eastern Vikings/Rus in Arabic
- https://www.brepolsonline.net/doi/abs/10.1484/J.VMS.5.105213?journalCode=vms

- Thesis: The Rus in Arabic Sources

- https://core.ac.uk/download/pdf/30851659.pdf&ved=2ahUKEwiu94up-fbpAhWMUcAKHS1dCH8QFjAFegQIBhAB&usg=AOvVaw1l-Vw3HJNP4uLJ3ki17Nmh

- Long blog style post on Ibn Fadlan
- https://archive.aramcoworld.com/issue/199906/among.the.norse.tribes-the.remarkable.account.of.ibn.fadlan.htm

Tudors and Stuarts

For example, by studying black migrants in Tudor England it is possible to gain an insight into their experiences prior to the advent of the transatlantic slave trade.
including the role of women when studying the Vikings and Tudors it is possible to appreciate their role in managing estates while their husbands were away from home.

	Victorians – Sarah Forbes Bonetta Fanny Eaton – https://www.theblackcurriculum.com/download https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e98e8db7dbdc028920ef504/1587079394722/FE+-+Activity+KS2.pdf
	Local History – Bristol Slave trade Edward Colston
	Benin? Studying Benin prior to the period of slavery enables children to appreciate how African civilisations existed prior to the arrival of Europeans.
	WW2 – The Blitz The experiences of the Kindertransport provide insights into the impact of the Holocaust appropriate for Key Stage 2 and enable a more nuanced understanding of child displacement than a mere study of evacuees. A study of Bletchley Park when studying World War II could include the role of code-breaker Alan Turing. Lilian Bader - https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5ea22f3dedb8a26425639586/1587687234617/Lilian+Bader+-+Activity+KS2.pdf Post War – Olive Morris - https://www.theblackcurriculum.com/download https://static1.squarespace.com/static/5c4325439d5abb9b27980cd4/t/5e8502f321f0f21a29fb8a04/1585775350625/Olive+Morris+-+Activity+KS2+%282%29.pdf

Cultural Calendar- potential links to cross curricular phases:

September	**October**	**November**	**December**
World Peace Day 2-6th 1666 The Fire of London	Black History Month 14 October Battle of Hastings 27 October Diwali	5 November Guy Fawkes Night Armistice 9th November Fall of the Berlin Wall	World Aids Awareness/ Christmas around the world
January	**February**	**March**	**April**
Holocaust Memorial	LGBT	Women's History Month Shakespeare Week 16-22th (Good for Tudor units)	Ramadan

May	**June**	**July**	**August**
8 May VE day Local and Community History Month Anniversary of birth of Florence Nightingale	Emily Davison Suffragettes 793 First Viking attack on England Lindisfarne		