**History**

**Year 7**

| SOW | **Historical Skills** | **Norman Conquest and Medieval England** | **Tudors and Stuarts** | **Industry and Empire. Britain 1745-1901.** |
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| Knowledge and Skills | * I can put five dates into Chronological Order. * I can define AD and BC. * I can identify two historical facts and two historical opinions. * I can identify two reasons for different interpretations of a Historical Figure. | * I can explain two reasons why 1066 was an important year. * I can explain one reason why William I built castles. * I can explain two reasons why the Medieval Catholic Church was so important. * I can explain two reasons why some people have a bad interpretation of King John. * I can explain one reason why the Magna Carta is important. * I can explain what is meant by the Wars of the Roses. * I can explain why the Wars of the Roses came to an end. | * I can name the six wives of Henry VIII in order. * I can explain two reasons why Interpretations of young Henry VIII might be different to older Henry VIII? * I can identify whether Tudor monarchs were Catholic or Protestant. * I can explain two reasons why someone might have a negative interpretation of Mary I. * I can explain two reasons why Elizabeth I is seen as the greatest monarch of all time. * I can explain why England and Scotland united after the death of Elizabeth I. * I can explain two consequences of the English Civil War. * I can explain two reasons why some interpretations see Oliver Cromwell as a villain. | * I can name three features of life in Britain in 1745. * I can explain two reasons why factories led to towns being created. * I can use Historical Sources to describe three experiences of child workers. |
| Tier 3 Vocabulary | Chronology, BC, AD, BCE, CE. Century. Decade. Millennium. Sources, Evidence, Interpretations. Provenance. | Propaganda, Heir, Motte and Bailey,. Domesday Book. Census. Feudal System. Barons. Knights. Villeins. Peasants. Doom Paintings. Catholic. Archbishop. Bishop. Priest. Cathedral. Provenance. Martyr. Interpretation. Pope. Excommunicated. Magna Carta. Significance. Parliament. Black Death. Poll Tax. Archer. Civil War. | Catholic, Protestant, Heretic, Propaganda, Heir, Provenance, Content, Interpretation, Excommunicated, Significance, Church of England, adultery, tyrant, illegitimate, succession, revolt, rebellion, poverty, feminism, gentry, nobility, philanthropy, torture, Puritan, colony, Native Americans, terrorist, treason, Divine Right of Kings, Royalist, Parliamentarian, Cavalier, Roundhead, pikeman, musketeer, Lord Protector. | Propaganda, Significance, Provenance, Content, Interpretation, population. Domestic System, population, empire, Prime Minister, , carding, spinning, weaving, factory, Life Expectancy, Overseer, Child Labour, orphan, apprentice, philanthropy, reform, |

**Year 8**

| SOW | **Empire and Industry** | **British Foreign Relations 1745-1901** | **WW1** | **The Changing Role of Women** | **Between the World Wars** |
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| Knowledge and Skills | * I can correctly label a diagram of the Slave Trade Triangle. * I can name three hardships faced by slaves. * I can explain two reasons why Britain abolished the Slave Trade. * I can outline three ways in which railways changed Britain. * I can explain two reasons why Victorian towns were unhealthy. * I can explain three reasons why Blackpool became the number one holiday resort in the world. | * I can name four modern day countries that were part of the British Empire. * I can use a Historical Source to explain why Napoleon Bonaparte was feared by the British. * I can identify who Horatio Nelson was. * I can outline one fact about the Battle of Trafalgar and one fact about the Battle of Waterloo. * I can explain one reason why India became part of the British Empire. * I can explain two reasons why Ireland’s population decreased in the 19th Century. | * I can explain two causes of the First World War. * I can describe two reasons why men volunteered for the British Army. * I can name three dangers facing soldiers in the trenches. * I can identify two reasons why some people call Douglas Haig ‘The Butcher of the Somme.’ * I can explain my opinion about how Conscientious Objectors and the men who were Shot at Dawn should be remembered. | * I can use Historical sources to give two views on women in Victorian Britain. * I can explain the difference between the methods of the Suffragists and Suffragettes. * I can explain who Emily Davison was and what happened to her. * I can explain two reasons why the two World Wars changed opinions about women. | * I can name two punishments that Germany was forced to accept in the Treaty of Versailles. * I can describe two reasons why German people voted for Adolf Hitler. * I can name two ways in which the lives of German people changed in Nazi Germany. * I can explain two reasons why the Second World War happened. |
| Tier 3 Vocabulary | Slavery, Triangular Slave Trade, Abolish, Plantation, , Economy, Abolition, Property, Freedom, Movement, Empire, colony, Working Class, Upper Class, Middle Class. | Propaganda, Significance, Hero, Traitor, Famine, Rebellion, Empire, Colony, Navy, Invade, Greed, Trade, East India Company. | Alliance, Trench, Object, Conscientious Objector, Catalyst, Spark, Assassination, Trench, Warfare, Defence, Conscription, Butcher. | Stereotypes, Feminist, ‘Gender roles’, Suffragette, Suffragist, Housewives, Terrorist, Martyr, Suffrage, Equality, Significance, Duty, Divorce. | Treaty of Versailles. Armistice. Propaganda. Depression. Indoctrination. Appeasement. |

**Year 9**

| SOW | **World War Two** | **Holocaust** | **Migration** | **USA** | **Britain Post 1945** |
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| Knowledge and Skills | * I can explain what happened to the British Army at Dunkirk. * I can explain two reasons why Britain won the Battle of Britain. * I can describe two ways in which people in Britain were affected during the Second World War. * I can describe one reason why Hitler wanted to invade the USSR and one reason why he failed. * I can explain the reason why the men of Bomber Command may not be seen as heroes. * I can describe what D-Day was. * I can identify the main reason why the USA joined the Second World War. * I can make a judgement with evidence as to whether the use of the Atomic Bomb Was justified. | * I can describe what it means to be Jewish. * I can explain two reasons why Anti-Semitism has existed throughout History. * I can name and describe two ways that Jews in Germany were persecuted before 1938. * I can name and describe two methods used by the Nazis to try to wipe out the Jews of Europe. * I can name and describe two ways in which the lives of survivors of the Holocaust were affected by their experiences. * I can make a judgement with evidence about who I think was to blame for the Holocaust. | * I can name two groups of people who migrated to Britain before 1066. * I can identify two ways in which migration changed Britain before 1066. * I can explain two reasons why Jewish people migrated to Britain throughout History. * I can name two groups of people who migrated to Britain after 1945. * I can identify two ways in which migration changed Britain after 1945. * I can use sources to explain two experiences of the Windrush Generation. | * I can name two groups of people who migrated to the USA before 1900. * I can name two features of life in the USA in the 1920’s. * I can describe what Prohibition was and one reason why it happened. * I can identify two ways in which the Depression affected the USA. * I explain what the Cold War was and one reason why it happened. * I can name two major events of the Cold War. * I explain what the Civil Rights movement was and name two key events of people from the Civil Rights Movement. | * I can explain two reasons why the British Empire ended. * I can identify two reasons why Britain was less powerful after 1945. * I can name two ways in which life in Britain has changed since 1945. |
| Tier 3 Vocabulary | Blitzkrieg, lightning war, radar, propaganda, kamikaze, prisoner of war, justified, formidable | Antisemitism, ‘shul’, synagogue, Yiddish, perpetrators’, persecuted, prejudices, Orthodox, Reform, Shtetl, Concentration camps, Death camps, Forced labour camps, Prisoner of war camps, Transit camps | Migration, Hunter Gatherers. Persecution. Windrush Generation. Empire. Anglo-Saxon. Viking. Danelaw. | Migration. Melting Pot. Racism, States. Prohibition. Flappers, Wall Street Crash, Lynching, The Great Depression, Cold War, Communism, Capitalism, Proxy War, Civil Rights, Segregation. Emancipation. | Empire. Independence. Nationalist. Loyalist. United Nations. Homosexuality. Welfare State. |