

### Disciplinary Knowledge in History

	Year 7	Year 8	Year 9	Year 10	Year 11 (new spec from 2024 for Yr 11)
Cause and/or consequence	<ul style="list-style-type: none"> <li>-Causes for rivalry for the throne in 1066 including Edward having no heir, alleged promises to Harold and William</li> <li>-Consequence of conflict and battles in 1066, including the Battles of Stamford Bridge and Hastings</li> <li>-Consequences of population decrease after the Black Death</li> <li>-Reasons for the Peasants' Revolt, short and long term</li> <li>-Reasons for Henry VIII's split with Rome</li> </ul>	<ul style="list-style-type: none"> <li>-Causes of the transatlantic slave trade</li> <li>-Consequences for the wealth and development of cities in Britain</li> <li>-What caused the Indian Mutiny?</li> <li>-Understand long, short term and trigger causes of WWI</li> <li>-Consequences of stalemate and trench warfare</li> <li>-How did WWI end?</li> <li>-What were the consequences for Germany at the Treaty of Versailles?</li> <li>-How did Hitler become leader of Germany?</li> <li>-Why did young men from Britain fight in the Spanish Civil War?</li> </ul>	<ul style="list-style-type: none"> <li>-Understand range of causes for lack of opposition in Nazi Germany.</li> <li>-Consider causes of the Holocaust and who was involved at different times</li> <li>-Consequences of social, political and economic restrictions</li> <li>-Understand the causes of evacuation and rationing</li> <li>-Consequences for children and women of evacuation</li> <li>-Understand the long and short term causes of the Cold War</li> <li>-Understand the connections between a range of factors from across several countries</li> <li>-Study a range of causes of the Cuban Missile Crisis, short and long term and geographically</li> <li>-Understand the main reasons for beliefs in Medieval period, notably the power of the Catholic Church</li> <li>-Understand the consequences of this power in terms of progress (or lack of it)</li> <li>-Consider a number of factors to address the reasons for the amount of progress in 19<sup>th</sup> century</li> </ul>	<p>Broader causation considerations, with strong focus on factors, both in terms of help and hinder:</p> <ul style="list-style-type: none"> <li>- Why did the ideas of Galen and Hippocrates last so long?</li> <li>-What caused the revolution in medicine and public health in the 19<sup>th</sup> century?</li> <li>-Why did life expectancy increase so dramatically in the 20<sup>th</sup> century?</li> <li>-What were the causes of the Battles of Gate Fulford, Stamford Bridge and Hastings?</li> <li>-How did William conquer England after 1066?</li> <li>-Why did William change the Church under Lanfranc?</li> <li>-Consider the connections and therefore consequences of various actions of William.</li> <li>-Study of specified historical site in terms of cause and/or consequence in relation to the wider historical context</li> <li>-Understand a range of causes for the outbreak of WWI, long term and short term including the wider European geographical context (Morocco and Balkans), Germany and Britain and colonial tensions.</li> <li>-Be able to consider ranking as well as limitations of each within that ranking</li> <li>-Understand the causes of the failure of the Schlieffen Plan and its impact and how this led to stalemate</li> <li>-Why did the Gallipoli campaign fail?</li> <li>-What were the consequences of the failures in certain areas?</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding the consequences of the Bolshevik revolution for events in the war.</li> <li>-The consequences of the entry of the USA into the war</li> <li>-Seeing the connections between a range of causes and consequences</li> </ul>
Change and/or continuity	<ul style="list-style-type: none"> <li>-Changes to the Church under William</li> <li>-Medieval life v modern (religion, food, medicine)</li> <li>-How did the Black Death change peasants' lives</li> </ul>	<ul style="list-style-type: none"> <li>-How did production change?</li> <li>-What impact did railways have on other methods of transportation?</li> </ul>	<ul style="list-style-type: none"> <li>-What changes in beliefs into the Renaissance period were there and why?</li> <li>-What remained the same and why?</li> <li>-Build on knowledge of all three time periods so far to see how much change there has been and how much has remained the same, linking to factors throughout</li> </ul>	<ul style="list-style-type: none"> <li>-How have different factors led to increased progress and change in the 19<sup>th</sup> and 20<sup>th</sup> centuries?</li> <li>-How did England change under William? Compare a range of areas including village, town, religion.</li> <li>-Study of specified historical site in terms of change and continuity in relation to the wider historical context</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding the changes in tactics and offensives and how this led to Germany's defeat.</li> <li>-Consider the speed of change and the impact of this, for example the Spring Offensive</li> </ul>
Similarity and/or difference	<ul style="list-style-type: none"> <li>-Anglo-Saxon social structure vs Norman Feudal System</li> <li>-How similar were the Henrys?</li> </ul>	<ul style="list-style-type: none"> <li>-Consider how the British Empire affected different countries and colonies</li> </ul>	<ul style="list-style-type: none"> <li>-Consider a number of similarities and differences between 2 or more conflicts in the 20<sup>th</sup> century</li> <li>-Comparison between Medieval and Renaissance, looking at examples including hospitals.</li> <li>- Compare Medieval, Renaissance and 19<sup>th</sup> century to see the range of similarity and difference with progress in a number of areas</li> </ul>	<ul style="list-style-type: none"> <li>-Consider differences and similarities in hospitals, surgery, public health and factors across the different time periods</li> <li>-Compare the Black Death with the Great Plague – beliefs, treatments, preventions and impact</li> <li>-Similarities and differences between Anglo-Saxon and Normand England and the reasons for these</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to note several similarities and differences between Weimar and Nazi Germany in a number of areas and will be able to weigh up the biggest similarities and differences</li> </ul>
Significance	<ul style="list-style-type: none"> <li>-Which reasons were the most significant in William winning the Battle of Hastings? (longer term and immediately in the battle)</li> <li>-How did the Black Death change lives in England?</li> <li>-In what ways was the Black Death still significant 30 years later?</li> <li>-How significant was the Peasants' Revolt? Impact?</li> </ul>	<ul style="list-style-type: none"> <li>-Who was most significant in the abolition of slavery?</li> <li>-Why was the Indian Mutiny significant?</li> <li>-What is the significance of WWI and it being known as 'the Great War'?</li> <li>-Which term of the Treaty of Versailles was most significant and why?</li> </ul>	<ul style="list-style-type: none"> <li>-What was most significant factor in the lack of opposition in Nazi Germany, considering factors separately and how they interact</li> <li>-Understand the short and long term significance of the Holocaust</li> <li>-What was the most significant way lives were affected by rationing, long/short term</li> <li>-Consider the significance of differing political structures on Europe and the wider world since WWII</li> </ul>	<ul style="list-style-type: none"> <li>-Consider the significance of a range of individuals looking at 'Before, Breakthrough and Consequence' (short and long term impact as well as limitations) of each</li> <li>-Which factor was most important in public health improvement?</li> <li>-Which factor has been most important in increasing life expectancy?</li> <li>-How significant were the changes William brought to England? Which is/are more important and why?</li> </ul>	<ul style="list-style-type: none"> <li>-The significance of military developments for Germany's defeat</li> <li>-The significance of individuals in Germany's defeat</li> </ul>

			<ul style="list-style-type: none"> <li>-Use historians' viewpoints to address the significance of the building of the Berlin Wall, the Cuban Missile Crisis and the end of the Cold War</li> <li>-Decide on the significance of a range of factors in the lack of progress in the Medieval period</li> <li>-How significant are Edward Jenner, Pasteur both long and short term, their impact, links to a range of factors including government, science &amp; technology</li> <li>-Who was more significant at this time and why?</li> </ul>	-What was the significance of the war at sea?	
<b>Using evidence</b>	<ul style="list-style-type: none"> <li>-Study of sources to assess who told the truth about the Battle of Hastings</li> <li>-Using the Bayeux Tapestry to learn about the Norman Conquest</li> <li>-Study of sources to analyse the impact of the Harrying of the North</li> <li>-Study of paintings and written accounts of the Black Death</li> <li>-Study of paintings and written accounts of treatments</li> <li>-Why did the Peasants' Revolt begin?</li> <li>-How have the Tudor monarchs been presented in paintings, and why?</li> <li>-Beginning to consider inference and reliability</li> </ul>	<ul style="list-style-type: none"> <li>-Using a range of evidence to study life in African countries before European slavery</li> <li>-Using accounts of the Middle Passage</li> <li>-Using paintings and accounts to analyse the Indian Mutiny and what Britain brought to India, both positive and negative.</li> <li>-Using written accounts, photographs and diary entries to understand the Battle of the Somme and trench warfare</li> <li>-Using recorded accounts from IWM to understand aspects of the Spanish Civil War</li> <li>-Start to consider the usefulness of sources, provenance, limitations</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of personal accounts, photographs, statistical information to decide on how the Nazis were able to maintain control*</li> <li>-Study a range of information about a wide range of people involved in the Holocaust including train drivers, admin staff and secretaries to understand widespread involvement in a number of ways*</li> <li>-Use of photographs, stories, recipes, statistics to understand impact of evacuation and rationing</li> <li>-Using political and satirical cartoons to study the Cold War</li> <li>-Using a range of sources (pictorial and written) to understand beliefs in the Medieval period</li> <li>-Study of graphs and statistics to consider the impact of Jenner's work, short and long term.</li> <li>-Study data to consider the work of a number of individuals</li> <li>-Consider more limitations, nature/origin/purpose and why a historian might use or not use a particular source</li> </ul>	<ul style="list-style-type: none"> <li>-More detailed analysis of sources considering utility, limitations, inference and provenance and how historians use material to arrive at conclusions building on examples, where appropriate, from Year 9 (for both Health and Normans)</li> <li>-Study of cartoons, paintings, personal accounts, statistics, among others to understand utility.</li> <li>-Supporting inferences with contextual knowledge to arrive at conclusions about sources</li> </ul>	<ul style="list-style-type: none"> <li>- More detailed analysis of sources considering utility, limitations, inference and provenance and how historians use material to arrive at conclusions. Using sources to understand the past and what historians can learn from them, how they use them and how they use a range of material to arrive at conclusions about Germany, seeing sources as knowledge about the past.</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>-Study of 2 monks' histories of the Battle of Hastings. Analysis of why they might be different</li> <li>-How useful is the Bayeux tapestry for historians?</li> <li>-Analysis of Thomas of Walsingham's history of the Peasants' Revolt</li> <li>-Understanding what has been said about Henry and his split from Rome and desire for a divorce.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding the arguments among historians about how to acknowledge the impact of the slave trade in Britain</li> <li>-Analysis of historians' viewpoints about how much Britain benefitted India, including assessment</li> <li>-Analysis of a range of material to decide if Haig deserves his nickname, including historians, poems and films</li> <li>-Using modern songs to understand how a local man's experience of the Spanish Civil War has been presented</li> </ul>	<ul style="list-style-type: none"> <li>-Study historians' viewpoints as well as films from the time and more recently to address interpretations of terror and propaganda in Nazi Germany</li> <li>-Use the sources above* to consider how historians have arrived at different views of how the Holocaust could happen – to consider political, economic and social reasons as well as other personal considerations</li> <li>-Study 'Goodnight Mister Tom' (book excerpts and/or film segments) to consider what evidence has been used and for what purpose(s)</li> <li>-Use historians' viewpoints to address the significance of the building of the Berlin Wall, the Cuban Missile Crisis and the end of the Cold War.</li> <li>-Consider why historians use the evidence they do? Do they have a reason? When are they writing? Where are they writing from? What is the purpose of their writing, if any?</li> <li>-Use the data for individuals (above) to consider what historians would use and why. What would they be saying, informing, considering and why.</li> </ul>	<ul style="list-style-type: none"> <li>-More detailed exploration of interpretations and their links to contextual knowledge to address 'how convincing' they are (Norman England)</li> <li>-Consider how interpretations differ looking at content</li> </ul>	<ul style="list-style-type: none"> <li>-Consideration of why interpretations differ</li> <li>-Consider why interpretations differ looking at provenance, context, knowledge, purpose, audience.</li> <li>-More developed understanding of what an interpretation says based on more supporting contextual knowledge</li> </ul>

