

Year 7 History Curriculum Sequence

Power and challenge to authority

Subject intent- *Students will be inspired by the past, developing their curiosity about what links the past and present by investigating cultures, traditions, events and society. They will take advantage of all opportunities to question and think critically about the world around them and be able to confidently communicate their ideas to others.*

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Big idea/Theme	What was the impact of the Norman Conquest?	Who had the power in the Middle Ages?	Death, disease and disorder; What was it like to live in Medieval England?	How did Britain end up being ruled by a woman?	Why did the monarchy's power decline?
Big Idea/Theme	Conflict, Invasion	Religion, Monarchy	Revolt, Social, Political, Economy change	Religion, Reformation, Challenges to monarchy	Monarchy, Parliament, Civil War
Knowledge that needs to stick	What is History? Timeline/big overview Contenders to the throne Battle of Hastings Norman rule	Importance of Church Henry II and Becket The Crusades King John and the Magna Carta	Black Death Peasant Revolt Crime and Punishment	Reformation Changes to monarchy and religion Elizabeth I Gunpowder Plot	English Civil War Charles I Oliver Cromwell Restoration
Demonstration of Knowledge (Assessment)	Baseline assessment Knowledge Organiser Test Low Skills Norman Conquest Assessment	Knowledge Organiser Test Low Skills Power in Middle Ages Assessment	Knowledge Organiser Test Low Skills Death, Disease and Disorder Assessment	Knowledge Organiser Test Low Skills Tudor Assessment	Knowledge Organiser Test Low Skills English Civil War Assessment
Links to key stage 2/ prior knowledge needed	Understanding of chronology and how topics from KS2 link to KS3	Chronology from Norman Conquest to Middle Ages	Knowledge of medieval society e.g. role of church and monarch	Chronology of previous monarchs of England before Henry VIII and understand of the power of the church/crown	Previous knowledge of the rise of monarch especially the Tudor line and the link to Charles I
Skill set development	Significance Chronology	Change and continuity Chronology	Cause and consequence- BD Source Skills- CP Significance -PR	Change and continuity Chronology	Cause and consequence Chronology
Key Vocabulary (Tier 2/ Tier 3)	Chronology Century Anglo-Saxons Feudal	Interpretations Religion Medieval Crusades Nobility Monarch	Villein Miasma Revolt Justice Retribution	Catholic Protestant Monastery Religion Reformation Treason	Divine Right Puritan Parliament Parliamentarians Royalists Execution

Reading and Oracy	10 minutes' minimum reading per lesson- Either reading alone, paired or as a class. Reading will come from: Textbooks, articles, interpretations etc. Information read will be discussed and key words pick out and explained to students.				
Numeracy	Statistics, Graphs Charts, Chronology				
Careers	Historian, Researcher, reporter, teacher, presenter				
SMSC including British Values, Culture and Diversity	Immigration to Britain discussed in this unit- Links to present day How rebellion was dealt with	Religious discussions in this unit	Links to current justice system and NHS	Religious discussions in this unit Role of women	Links to current monarch/parliament relations
Relationship and Sex Education and Health Education	N/A	N/A	Links to personal hygiene and present day situations	Links to divorce and family relations	N/A

Year 8 History Curriculum Sequence

How did Britain's imperialism influence change in the world?

Subject intent- *Students will be inspired by the past, developing their curiosity about what links the past and present by investigating cultures, traditions, events and society. They will take advantage of all opportunities to question and think critically about the world around them and be able to confidently communicate their ideas to others.*

By the end of Year 8, as an Apprentice Historian I will be able to understand key themes of imperialism, nationalism and challenge to power and how this leads to a changing world:

- I will have a clear understanding of the links between governance and challenges to power
- I will have good knowledge of key periods of history which relate to a changing demographic and power shift
- I will continue to develop an understanding of historical concepts e.g. cause and consequence, change and continuity
- I will continue to develop my source analysis skills
- I will understand that there are different interpretations of events or people
- I will improve my understanding of key vocabulary and subject specific terminology

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Big idea/Theme	The rise of Black Americans	How did the Industrial Revolution change the world?	Why did Britain build an Empire?	Was the First World War really the war to end all wars?	Did the Russian Revolution give power to the people?
Skill set development	Cause and Consequence	Change and continuity	Significance	Interpretation Cause and consequence	Change and continuity
Knowledge that needs to stick	Timeline / the big overview Transatlantic slave trade Life as a slave American Civil War Civil Rights Movement	Agriculture to factory Growth of towns Living conditions Public health	What is an Empire? Colonisation - Native Americans and penal colonies Mughal Empire	Society in the 1900s and the Titanic Causes of WWI New technology and impact of the Industrial Revolution Empire soldiers	WWI The last Tsar Bolsheviks Lenin
Links to key stage 2/ prior knowledge needed	Understanding of chronology and how topics from KS2 and year 7 link to year 8	Revolution	Power and authority of the monarchy How the industrial revolution led to further trading opportunities Slave trade	The role of the British Empire Industrial Revolution	Power and authority of the monarchy How oppression can lead to revolt Russia's involvement in WWI Revolution

			Why Elizabethans explored		
Key Vocabulary (Tier 2/ Tier 3)	Abolition, Auction, campaigners cargo, colony, discrimination, enslavement, imported, exported, middle passage, plantation, prejudice, slavery, segregation, racism, reform, transport, Trans-Atlantic. American Constitution, amendments, citizenship, lynching.	Agriculture, assembly line, capitalism, competition, corporation, enclosures, Selective breeding, open field, enclosure, cultivation, crop rotation, consequences, domestic, entrepreneur, immigrant, industry, industrialisation, Industrial revolution, labour, labourer, manufacture, mass production, merchant, middle class, mill, modernisation, monopoly, production, profit, rebellion, revolt, rural, spinning Jenny, steamboat, strike, textile, union, working class.	Colony, colonisation, conquest, indigenous/native, imperial, exploit, exile, explorers, voyage, New world, Pilgrim fathers, indentured labourers, joint-stock company, plunder, privateer, tariff, smuggler, Mughal empire, Nawab, puppet ruler, garrison, missionary, Raj.	Allied powers, arms race triple alliance, triple Entente, alliances, ammunition, armistice, artillery, assassination, barrage, blockade, Bolshevik, casualty, conflict, conscription, counter attack, demobilization, dogfight, draft, dreadnought, home front, League of Nations, reparations, imperialism, infantry, trench warfare, mobilisation militarism, munition, mutiny, nationalism, naval blockade, no man's land, Ottoman Empire, rationing, reparations, retreat, self-determination, shortage, stalemate, total war, zeppelin	Censorship, Collective farms, Command economy, Great Purge propaganda, Lenin, Joseph Stalin, Kulaks, Soviet, Tsar, totalitarianism
Reading and Oracy	<ul style="list-style-type: none"> • Anti-slavery campaign speech • Reading opportunities every lesson. • Engagement with written sources. 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different

	<ul style="list-style-type: none"> • Discussion and interpretation of a range of primary and secondary sources. 	interpretations of sources.	interpretations of sources. <ul style="list-style-type: none"> • Justifying statements made. • Using connectives to show explanation. 	interpretations of sources. <ul style="list-style-type: none"> • Justifying statements made. 	interpretations of sources. <ul style="list-style-type: none"> • Justifying statements made
Numeracy	Statistics, Graphs Charts, Chronology				
Careers	Historian, Researcher, reporter, teacher, presenter				
SMSC including British Values, Culture and Diversity	Rights and Responsibilities,		Colonialism	Respect and tolerance	
Relationship and Sex Education and Health Education		NHS links and public services,			

Year 9 Curriculum Sequence

Why did evil, conflict and persecution change attitudes across the world?

Subject Intent: *Students will be inspired by the past, developing their curiosity about what links the past and present by investigating cultures, traditions, events and society. They will take advantage of all opportunities to question and think critically about the world around them and be able to confidently communicate their ideas to others.*

By the end of Year 9, as an Apprentice Historian I will be able to understand key themes of persecution and revolution and how this leads to change politically, socially and culturally.

- I will have a clear understanding of the links between power, governance and society and the impact this has on people's lives
- I will have good knowledge of key periods of history
- I will have a good understanding of historical concepts e.g. cause and consequence, change and continuity, significance
- I will understand how to analyse a source
- I will understand that interpretations differ
- I will have a broad knowledge and understanding of key subject specific vocabulary

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Big idea/Theme	Who allowed the rise of evil?	How did WWII change the world?	How did persecution lead to genocide?	Did revolutions give power to the people?	Why was Jack the Ripper never caught?
Skill set development	Significance Cause and consequence	Interpretation Change and continuity	Cause and consequence	Change & continuity	Cause and consequence Source analysis
Knowledge that needs to stick	What evil is - Consequences	Consequences of WWII	That persecution has been prevalent since the start of time Holocaust – not all Jews were victims and not all victims were Jews	How a revolution moves to violence That not all revolutions are negative	How conditions in Whitechapel contributed to the murders Society in the 1880s – poverty, immigration, workhouses How police techniques and the investigation failed to catch the killer
Links to key stage 2/ prior knowledge needed	Power and authority Nationalism Empire	Rise of Hitler Consequences of WWI Why countries formed alliances	How religion causes conflict Harrying of the North Slave Trade Civil Rights Movement and opposition	Hereward the Wake Peasants Revolt Civil War – English, American Industrial Revolution Gunpowder Plot Enlightenment	Industrial Revolution – growth of towns, factories, work Empire – immigration, trade Crime and punishment
Key Vocabulary (Tier 2/ Tier 3)	Appeasement Anti-Semitism	Blitz Technology	Persecution Holocaust	Suffragette Suffragist	Reformation Protection

	Collaboration Genocide Propaganda	Consequences Independence	Revolution Intervention Motivation	Revolution protest	Punishment Anti-Semitism Dwelling Rookery
Reading and Oracy	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different interpretations of sources. • Justifying statements made 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different interpretations of sources. • Justifying statements made 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different interpretations of sources. • Justifying statements made 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different interpretations of sources. • Justifying statements made 	<ul style="list-style-type: none"> • Reading opportunities every lesson. • Group discussion to generate ideas • Discussion of different interpretations of sources. • Justifying statements made
Numeracy	Time periods	Countries involved, % for example	Ages, time periods Space size, weight loss	Time periods Numbers of people involved	Time periods
Careers	Media	Lawyer	Forensic Journalist Activist	Teacher Lecturer	Film maker Civil Servant

Key Documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>