



Key Stage 1 and 2

Aims of Study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2.

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Knowledge at KS1

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Significant historical events, people and places in their own locality.

Disciplinary knowledge at KS1

Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Knowledge at KS2

Changes in Britain from the Stone Age to the Iron Age.

The Roman Empire and its impact on Britain.

Britain's settlement by Anglo-Saxons and Scots.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

A local history study; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

A non-European society that provides contrasts with British history.

Year 7

Unit Title	What is history?	The Norman Conquest	Life in the Middle Ages	The Black Death	Agincourt	The Princes in the Tower
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	What happened to the crew of the Mary Celeste?	Why did Duke William invade England?	What were the main features of the Medieval Manor?	What were the causes, events and effects of the Black Death?	Why did the English Win at Agincourt?	Who murdered the Princes in the Tower?
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Mary Celeste theories.	The life of Edward the Confessor Succession Crisis Battle of Stamford Bridge Battle of Hastings. The Bayeux Tapestry.	Feudal System Village life Open field system	Causes of the Black Death Spread of the Black Death Symptoms of the Black Death Believed causes of the Black Death 'Cures' for the Black Death Peasants Revolt Effects of the Black Death	Hundred Years War The Battle of Agincourt Tactics used by both sides Henry V	War of the Roses York and Lancaster family trees Motives of Richard III and Henry Tudor
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Use of evidence to create reasoned interpretations. Analysis and evaluation of different types of historical sources. Chronology. Structuring historical writing	Analysis of sources Reaching reasoned conclusions. Chronology. Deciding on most important causes of historical events. Structuring historical writing.	Structuring historical writing Categorising statements	Analysis of sources Selecting relevant information from sources Structuring historical writing	Analysis of Shakespeare's Henry V. Selecting relevant information from sources Structuring historical writing Source analysis	Analysis of sources Structured historical writing Evaluation Reaching reasoned conclusions

Examples of Reading Opportunity	Worksheets	Medieval Realms textbook. Worksheets. Card sorts.	Medieval Realms textbooks Worksheets	Worksheets	Worksheets Newspaper articles	Worksheets
Examples of Key Tier 2 Vocabulary	Describe Analyse Explain Evaluate	Describe Analyse Explain Rearrange Evaluate	Describe Analyse Explain Arrange Categorise	Describe Analyse Explain Rearrange Select	Describe Analyse Explain Categorise Evaluate	Describe Analyse Explain Evaluate Conclude
Examples of Key Tier 3 Vocabulary	Sources Chronology Interpretation	Fyrd Housecarls Saxons Normans Witan Conqueror Viking Confessor	Feudal System Manor Wattle and daub Thatch Villein Freeman Peasant Pottage	Black Death Symptoms Causes Cures Peasants Revolt Buboes Bacilli	Archers Longbowmen Agincourt Henry V Quagmire Ransom Armour	Richard III Wars of Roses Civil War Henry Tudor Family tree Illegitimate Edward IV Edward V Prince Richard
Examples of Numeracy	Timelines (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Open field system (distributing strips of land) (collecting and representing data/use of tables Year 8 autumn)	Use of statistics to plot the spread of the Black Death Increase in taxation Sequences autumn Year 7 Ratio and scale – autumn year 8 Maths and Money, Spring Year 9	Number of men killed as a percentage / fraction Ratio – English to French numbers and English to French deaths. Ratio and scale autumn Year 8 Fractions and Percentages, spring Year 8	Family tree Sequences Autumn Year 7

Year 8

Unit Title	Tudors	The Gunpowder Plot	The French Revolution	Napoleon	Native Americans	Empire and Slavery
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Does Queen Mary deserve her reputation as 'Bloody Mary'?	What were the causes, events and effects of the Gunpowder Plot?	What were the long-term and short-term causes of the French Revolution?	Why was Napoleon defeated in Russia?	Did all Native Americans live in a similar way?	Why was slavery abolished?
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Knowledge of events in Mary's reign and a comparison to other Tudor monarchs.	The causes, events and effects of the Gunpowder Plot. The role of Robert Cecil. Who wrote the Montegale Letter?	Understanding of Ancien Regime France, poverty, power, money, calling the Estates General, starvation.	Understanding Napoleon's rise, the Continental System, the reason for invading Russia and the reasons for defeat.	Knowledge of different aspects of the lifestyles of Iroquois and Sioux tribes.	Triangular trade, life on the plantations, reasons for abolition.
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Analysis and evaluation of evidence. Organised, structured written explanation. Reasoned conclusion.	Making explained inferences from sources. Structuring extended written answers. Reasoned conclusion.	Making explained inferences from sources. Structuring extended written answers. Reasoned conclusion.	Making explained inferences from sources. Structuring extended written answers. Reasoned conclusion.	Analysis and evaluation of evidence. Making explained inferences from sources. Organised, structured written explanation. Reasoned conclusion.	Analysis and evaluation of evidence. Making explained inferences from sources. Organised, structured written explanation. Reasoned conclusion.
Examples of Reading Opportunity	Text book.	Textbook and worksheets.	Textbook and worksheets.	Textbook and worksheets.	Textbook and worksheets.	Textbook and worksheets.

Examples of Key Tier 2 Vocabulary	Analyse Evaluate Structure Religion	Analyse Suggests Inference Religion	Analyse Suggests Inference Revolution Poverty	Analyse Suggests Inference Invasion Defeat	Analyse Suggests Inference Lifestyle Religion Buffalo	Analyse Suggests Inference Slavery
Examples of Key Tier 3 Vocabulary	Martyr Catholic Protestant Heretic	Gunpowder Plot Guy Fawkes Robert Catesby Robert Cecil Lord Monteagle Catholic Protestant	Ancien Regime Louis XVI Absolute Monarchy Divine Right Marie Antoinette First, Second and Third Estates	Napoleon Russia Alexander Moscow Berezina	Native Americans Sioux Iroquois Longhouse tipi	Abolition Plantation Triangular trade Granville Sharp William Wilberforce Olaudah Equiano campaigner
Examples of numeracy	Number of deaths comparison Number sense, Spring Year 8	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Taxation rates Death rates during the Reign of Terror Maths and Money Year 9 Spring Sequences Year 7 autumn	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Population graphs during the California Gold Rush Graphs and Table Year 9 Summer	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)

Year 9

Unit Title	The Industrial Revolution	The Industrial Revolution	Crime and Punishment	The First World War	The Treaty of Versailles	First World War Project
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	How dangerous were conditions in coal mines during the Industrial Revolution?	How appalling were conditions in workhouses during the Industrial Revolution?	Why was Jack the Ripper never caught?	Was the Battle of the Somme a complete disaster for the British?	Was the Treaty of Versailles harsh on Germany?	The First World War.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Understanding of the different jobs in coal mines and the dangers of mining.	Understanding why paupers entered the workhouse. Understanding a range of workhouse conditions: entering, wards, meals, jobs, rules and punishments, work and shame.	Whitechapel conditions. Limitations of police work in 1888. Police mistakes. Police efforts to catch the killer. Contradictory claims and evidence. Luck.	The origins of the First World War. Trench warfare. Stalemate by 1916. British aims and tactics. The events of 1 st July 1916. Lessons learned from the first day of the battle.	The aims of the Big 3. The terms of the Treaty of Versailles. Reactions to the treaty.	Pupils use their knowledge and understanding of any aspect of the First World War to create their own project.
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Source analysis and evaluation. Making explained inferences from sources.	Source analysis and evaluation. Making explained inferences from sources. Extended writing. Structuring answers. Reaching a reasoned conclusion in response to the interpretation.	Source analysis and evaluation. Explaining the usefulness of a source. Making explained inferences from sources. Extended writing. Structuring answers. Reaching a reasoned conclusion in response to the interpretation.	Extended writing. Structuring answers. Reaching a reasoned conclusion in response to the interpretation.	Source analysis and interpretation. Making explained inferences from sources. Extended writing. Structuring answers. Reaching a reasoned conclusion in response to the interpretation.	Understanding how artists and historians recreate and construct the past from the available evidence.

Examples of Reading Opportunity	Text book and worksheets.	Worksheets.	Worksheets.	Worksheets	Text book and worksheets.	Text book and worksheets.
Examples of Key Tier 2 Vocabulary	Analyse Suggests Inference Explosion	Analyse Suggests Inference Interpretation Separated	Analyse Suggests Inference Interpretation Usefulness	Complete Disaster Interpretation	Analyse Suggests Inference Interpretation	Interpretation Reconstruction
Examples of Key Tier 3 Vocabulary	Hewer Trapper Windlass Hurrier Hauler. Firedamp Carbon monoxide Methane	Workhouse Pauper Oakum picking Gruel Solitary confinement	Jack the Ripper Forensic evidence Contradictory	Triple Alliance Triple Entente Somme Verdun Artillery Barrage	Treaty Versailles Reparations War guilt Military Territory	Triple Alliance Triple Entente Somme Verdun Artillery Barrage Triple Alliance Triple Entente Somme Verdun Artillery Barrage
Examples of Numeracy	Entrepreneur Game Solving problems with multiplication (Spring Year 7)	Food rationing for paupers (Ratio and scale, autumn Year 8)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Number of deaths at the Somme comparison Number sense, Spring Year 8	Reparations Maths and money Year 9 Spring	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)

Year 10

Unit Title	The People's Health	The People's Health	The Norman Conquest	The Norman Conquest	Mock	Ribchester
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Understanding of health in the Middle Ages and Early Modern Britain.	Understanding of health in Industrial Britain and Britain since 1900.	Understanding life in Anglo-Saxon England before 1066 and the reasons why William became king.	Anglo-Saxon rebellions, castles and the impact of Norman rule.	The People's Health. The Norman Conquest.	Why and when was the Roman fort first created in its surroundings at Ribchester?
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Living conditions, responses to epidemic disease and the role of the government in both time periods.	Living conditions, responses to epidemic disease and the role of the government in both time periods.	Anglo-Saxon life: people, culture, religion, buildings. Why William became king: Norman background, leadership, Harold's mistakes, luck.	Why were there rebellions? Rebellions, 1067-71. How did William respond to the rebellions? What was the purpose of castles? What was the impact of Norman rule on the Anglo-Saxons?	Living conditions, responses to epidemic disease and the role of the government in the Middle Ages, the Early Modern period, Industrial Britain and Britain since 1900. Anglo-Saxon life: people, culture, religion, buildings. Why William became king: Norman background, leadership, Harold's mistakes, luck. Why were there rebellions? Rebellions, 1067-71. How did William respond to the rebellions? What was the purpose of castles? What was the impact of Norman rule on the Anglo-Saxons?	Context of the Roman fort at Ribchester. Why the fort was first created. When the fort was first created. Why the fort was built in its surroundings.

Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Understanding examination questions and how to structure answers. Using second order concepts. Reaching reasoned conclusions.	Understanding examination questions and how to structure answers. Using second order concepts. Reaching reasoned conclusions.	Understanding interpretations, asking questions of interpretations, comparing interpretations, making explained inferences from sources and how to structure essay questions. Reaching reasoned conclusions.	Understanding interpretations, asking questions of interpretations, comparing interpretations, making explained inferences from sources and how to structure essay questions. Reaching reasoned conclusions.	Understanding examination questions and how to structure answers. Using second order concepts. Understanding interpretations, asking questions of interpretations, comparing interpretations, making explained inferences from sources and how to structure essay questions. Reaching reasoned conclusions.	Understanding examination questions and how to structure answers. How to use physical features in written responses. Reaching reasoned conclusions.
Examples of Reading Opportunity	Textbook and worksheets.	Textbook and worksheets.	Textbook and worksheets.	Textbook and worksheets.	Textbook and worksheets.	Worksheets.
Examples of Key Tier 2 Vocabulary	Analyse Effective Responses	Analyse Effective Responses	Portrays Investigate Analyse Differ Interpretation	Portrays Investigate Analyse Differ Interpretation	Analyse Effective Responses Portrays Investigate Analyse Differ Interpretation	Physical features Surroundings Junction
Examples of Key Tier 3 Vocabulary	Black Death Plague Government Local authorities	Cholera Spanish Flu AIDS Government Local authorities Bazalgette	Anglo-Saxon Golden Age Earls Ceorls Thralls Culture	Rebellion Harrying of the North Military fortress Status symbol Impact Domesday Book	All of the previous 4 columns.	Ribchester Pennines Fortifications Ramparts Vespasian Cerialis

			Religion Pevensey Stamford Bridge Hastings Leadership			Timber corduroy Vicus Fabrica
Examples of numeracy	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Number of deaths at the Harrying of the North comparison Number sense, Spring Year 8	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)

Year 11

Unit Title	Living Under Nazi Rule	Living Under Nazi Rule	Mock	Viking Expansion	The People's Health	The Norman Conquest
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	How useful are sources for studying the impact of the Second World War on the German people?	How did Hitler gain total power in Germany from January 1933-August 1934?	Ribchester. Living Under Nazi Rule	Vikings at home in Scandinavia. Volga Vikings. Viking raids. Viking settlements. Kings.	The People's Health: How did the people's health change from 1250 to the present?	Understanding life in Anglo-Saxon England before 1066 and the reasons why William became king. Anglo-Saxon rebellions, castles and the impact of Norman rule.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Propaganda. The Use of terror. The impact of war on the German people, 1939-42. The impact of total war on the German people, 1943-45.	The Nazi Party in 1933. The Reichstag Fire. The March 1933 election. The Enabling Act. The Night of the Long Knives. Use of terror. Use of propaganda. Death of Hindenburg. Army oath of loyalty.	All of the content for the 2 topics.	Life for Vikings in Scandinavia. The impact of the Volga Vikings on Russia, Constantinople and the Arab world. Raids on Western Europe. Viking settlements. Life in Jorvik. The impact of Harald Bluetooth, Svein Forkbeard and Cnut the Great.	Living conditions, responses to epidemic disease and the role of the government in the Middle Ages, the Early Modern period, Industrial Britain and Britain since 1900.	Anglo-Saxon life: people, culture, religion, buildings. Why William became king: Norman background, leadership, Harold's mistakes, luck. Why were there rebellions? Rebellions, 1067-71. How did William respond to the rebellions? What was the purpose of castles? What was the impact of Norman rule on the Anglo-Saxons?
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Understanding interpretations. Making explained inferences from sources. Explaining the usefulness of sources.	How to structure essay questions. Reaching reasoned conclusions.	Understanding interpretations. Making explained inferences from sources. Explaining the usefulness of sources.	Understanding examination questions and how to structure answers. Using second order concepts.	Understanding examination questions and how to structure answers. Using second order concepts.	Understanding examination questions and how to structure answers. Reaching reasoned conclusions.

			How to structure essay questions. How to use physical features in written responses.	Reaching reasoned conclusions.	Reaching reasoned conclusions.	Understanding interpretations, asking questions of interpretations, comparing interpretations, making explained inferences from sources.
Examples of Reading Opportunity	Text book and worksheets	Text book and worksheets	Text book and worksheets.	Text book and worksheets	Text book and worksheets.	Text book and worksheets
Examples of Key Tier 2 Vocabulary	Source Interpretation Suggests Useful Impact.	Source Interpretation Suggests Useful Total	Source Interpretation Suggests Useful Physical features	Analyse Interpretation	Analyse Effective Responses	Analyse Effective Responses Portrays Investigate Analyse Differ Interpretation
Examples of Key Tier 3 Vocabulary	National Socialist Propaganda Gestapo Opposition Economy Total war	National Socialist Reichstag Election Enabling Act Night of the Long Knives Propaganda Gestapo Kristallnacht Opposition Economy	National Socialist Reichstag Election Enabling Act Night of the Long Knives Propaganda Gestapo Kristallnacht Opposition Economy Total war Ribchester Fortifications Ramparts Vespasian	Scandinavia Volga Vikings Baghdad Arab Constantinople Byzantine Empire Western Europe Invasion Lindisfarne Jorvik Harald Bluetooth Svein Forkbeard Cnut the Great	Black Death Plague Government Local authorities Cholera Spanish Flu AIDS Government Local authorities Bazalgette	Anglo-Saxon Golden Age Earls Ceorls Thralls Culture Religion Pevensey Stamford Bridge Hastings Leadership Rebellion Harrying of the North Military fortress Status symbol Impact

			Cerialis Granaries Bath-house Timber corduroy Vicus Fabrica			Domesday Book
Examples of numeracy	Graph of Hitler Youth Graphs and Tables, year 9 Summer	War Economy Graphs Using Graphs Autumn Year 11	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)	Chronological order (timeline of events) (ordering integers and decimals, Year 7 Autumn)