

Focus	Year 7 History Curriculum Overview					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	An introduction to History at secondary school	What was it like to live in an ancient society?	How did William get and keep control of Medieval England?	How and why did castles evolve?	Who ruled? (life in Medieval England)	What changed? (life in Medieval England)
Lead teacher(s)	NBO	JSW	NBO	DJO	MSW	MSW
Lessons	<p>7 lessons:</p> <p>1. What is chronology in historical study?</p> <p>2. What is historical enquiry?</p> <p>3. What are historical interpretations and what kinds of evidence are they based on?</p> <p>4. What are causes and consequences in history?</p> <p>5. What do we mean by change and continuity in history?</p> <p>6. What is historical significance?</p> <p>7. Assessment</p>	<p>7 lessons:</p> <p>1. DIRT & What are Ancient Civilisations?</p> <p>2. How healthy were the Ancient Egyptians?</p> <p>3. How healthy were the Ancient Greeks?</p> <p>4. How healthy were the Ancient Romans?</p> <p>5. Which Ancient Civilisation left the 'best' legacy?</p> <p>6-7. What was life like in ancient...? Research Projects</p>	<p>6 lessons:</p> <p>1. Why were there 3 claimants and which had the strongest claim?</p> <p>2-3. Why was William victorious at the Battle of Hastings?</p> <p>4. Assessment</p> <p>5. DIRT & How did William get control of England?</p> <p>6. How did William use the Feudal System and Domesday Book to control England?</p>	<p>6 lessons:</p> <p>1. What is a Motte and Bailey castle?</p> <p>2. How and why did castle buildings change during the Middle Ages?</p> <p>3. Why was Bodiam Castle built?</p> <p>4. Why was Bodiam Castle built? (Site Visit)</p> <p>5. Why was Bodiam Castle built?</p> <p>6. Assessment</p>	<p>5 lessons:</p> <p>1. Why was the Christian Church so powerful in the Medieval Period?</p> <p>2. Why was there a crisis between the King & the Church?</p> <p>3. How and why was Thomas Becket murdered?</p> <p>4. What was the Significance of the Magna Carta?</p> <p>5. Where did our Parliament come from?</p>	<p>7 lessons:</p> <p>1. What was the Black Death?</p> <p>2. What were the Consequences of the Black Death?</p> <p>3. What was the Peasants' Revolt?</p> <p>4. Assessment</p> <p>5-6. DIRT & What happened throughout the Medieval period?</p> <p>7. What was life like in Medieval London?</p>
Formally Assessed key skill(s)	Evidential understanding through Tollund Man.	n/a	Causation on William's victory.	Evidential Understanding and Causation		Significance through Black Death.

Focus	Year 8 History Curriculum Overview					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Why was the Tudor period a rollercoaster of change?	Did the world really turn upside down in Britain during the 17th century?	How was the UK made politically and industrially?	How & why did people protest throughout the 1800s & early 20 th century?		
Lead teacher(s)	NBO	JSW	NBO	DJO & JSW	DJO	MSW
Lessons	<p>14 lessons:</p> <ol style="list-style-type: none"> 1. What were the Wars of the Roses? 2. What happened to the Princes in the Tower? 3. Why did Protestants protest about the Catholic Church? 4. How would you have coped in Henry's shoes? 5. Why did Henry VIII Break with Rome? 6. Why did Henry VIII have six wives? 7. Did religion change more under Edward VI or Henry VIII? 8. To what extent did Mary I deserve H.E. Marshall's title 'Bloody Mary'? 9. How far was Elizabeth I right to execute Mary Queen of Scots in 1587? 10. Why did Spain and England go to war in 1588? 11. What happened and how much do you agree with Snow's interpretation? 12. Armada Interpretations Assessment. 13. DIRT & What happened throughout the Tudor period? 14. What happened throughout the Tudor period? 	<p>14 lessons:</p> <ol style="list-style-type: none"> 1. What were the causes and consequences of the Gunpowder Plot? 2. Was the Gunpowder Plot an attempted act of terrorism or a government led conspiracy? 3. What were the main causes of the English Civil War in 1642? 4-5. How significant was the English Civil War? 6. Assessment. 7. DIRT & Why did two knowledgeable and experienced teachers argue about Oliver Cromwell? 8. What was restored and was he the Merry Monarch? 9. Was England really gripped by a witch craze in the 17th century? 10. How glorious was the Glorious Revolution in 1688? 11. Did the Great Fire 1666 really end the Great Plague 1665 in London? 12. What happened throughout the Stuart period 1603 to 1688? 13-14. How did the lives of people change throughout the Early Modern Period? 	<p>12 lessons:</p> <ol style="list-style-type: none"> 1. Why was the kingdom united in 1707? 2. Why was there an Industrial Revolution? 3-4. What were the changes in Transport? 5. What was life like inside the Factories? 6. Assessment. 7. DIRT & Industrial Revolution Murder Mystery – The Court of King Cholera 8. What was life like in the industrial cities? 9. Was the British government responsible for the Great Hunger in Ireland? 10. Why was Ireland partitioned? <p>N.B. SoW appears to be 2 lessons short BUT often GR lesson from Stuarts AND/OR Big Picture lesson overlap.</p>	<p>12 lessons:</p> <ol style="list-style-type: none"> 1. What is a democracy? 2. How democratic was Britain in the early 1800s? 3. Why were people angry in the early 1800s and what did they try and do about it? 4. Who were the Chartists? 5. How did Britain become more democratic by 1890? 6. Why did women campaign for the right to vote? 7. How did the Suffragists contribute to women's campaign for the vote? 8. How did the Suffragettes contribute to women's campaign for the vote? 9. Was Emily Davison an 'Accidental Martyr'? 10. What was the main reason why women gained the right to vote in 1918? 11. Assessment. 12. DIRT. 	<p>12 lessons:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6-7. What was the impact of British rule on India? 8. How and why did the British Empire reduce in size? 9. Should we be proud of the British Empire & how has it been interpreted? 10. Assessment preparation. 11. Assessment. 12. DIRT & What is the legacy of the British Empire? 	<p>13 lessons:</p> <ol style="list-style-type: none"> 1. What were the MAIN causes of the Great War? 2. How did the assassination lead to war? 3. What happened in 1914 at the start of the Great War? 4. Why did people Volunteer to join up in 1914? 5. Why was there a Stalemate on the Western Front? 6. What happened at the Battle of the Somme? 7. To what extent does Douglas Haig deserve the title 'Butcher of the Somme'? 8. Assessment. 9. DIRT & How and why did some people oppose the war? 10. What happened on the Home Front during the Great War? 11. What role did the Empire play during the Great War? 12. Why did Germany lose the war in 1918? 13. What really happened during the 1914 Christmas truce?
Formally Assessed key skill(s)	Interpretations and Causation	Causation on the Civil War	Significance and Evidential understanding	Evidential Understanding		Interpretations

Focus	Year 9 History Curriculum Overview					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title			Holocaust			
Lead teacher(s)			CDU	JSW	JSW	JSW
Lessons	<p>11 lessons:</p> <p>1. Was Germany treated fairly after the First World War?</p> <p>2. Why did people vote for Hitler?</p> <p>3. How did Hitler come to power?</p> <p>4. What was life like in Nazi Germany?</p> <p>5. What were the most important causes of the Second World War?</p> <p>6. What was the most important turning point in WW2?</p> <p>7. Assessment – Dunkirk.</p> <p>8. DIRT & Why was the Battle of Britain a turning point in WWII?</p> <p>9. What was life like on the Home Front in Britain 1939-1945?</p> <p>10-11. Were the Atomic Bombs necessary?</p>	<p>11 lessons:</p> <p>1. What is communism and why were the West scared of it?</p> <p>2. How did Russia become a superpower?</p> <p>3. How did WWII affect relations between The West and USSR?</p> <p>4. Why did tensions grow after 1945?</p> <p>5. What were the causes, events and consequences of the Cuban Missile Crisis?</p> <p>6. What the causes and effects of the Berlin Wall?</p> <p>7. How did communism affected the lives of ordinary people in the GDR?</p> <p>8. Assessment – Berlin Wall.</p> <p>9. DIRT & What led to the fall of the Berlin Wall?</p> <p>10. How did the Cold War come to an end and why did the USSR fall apart?</p>	<p>10 lessons:</p> <p>1. What was the Holocaust?</p> <p>2. Who were the Nazis?</p> <p>3. What is anti-Semitism?</p> <p>4-5. How were Jewish people persecuted in Nazi Germany?</p> <p>6. What happened in the ghettos and concentration camps?</p> <p>7. How did Jews resist persecution?</p> <p>8. What was the Final Solution?</p> <p>9. How aware were German people of the holocaust?</p> <p>10. Conclusions.</p>	<p>10 lessons:</p> <p>1. Did we build a better Britain post WW2?</p> <p>2. What happened to the Windrush Generation?</p> <p>3. What were the experiences of immigrants in Britain?</p> <p>4. Why was there so much change in the 1960s?</p> <p>5-6. How have the lives of British women changed between 1900-2000?</p> <p>7. Assessment.</p> <p>8. DIRT & Research Project.</p>	<p>8? lessons:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>9? lessons:</p> <p>1.</p>
Formally Assessed key skill(s)	Interpretations	Consequences	Significance and Evidential understanding	Continuity and Change		

	<u>Y7</u>	<u>Y8</u>	<u>Y9</u>
<u>Causation</u>	<p>Events in history happen for a number of different reasons / causes which can often be classified together in different groups and in different ways (thematic/ long term and short term).</p> <p>What were the causes of?</p> <p>Different reasons / causes link together in what Ford describes as causal webs.</p> <p>Causes can be prioritised and we should explain how and why some causes are more important than others in determining both if and when events occur.</p> <p>What caused? / What was the main cause of?</p>	<p>Causes can be prioritised and we should explain how and why some causes are more important than others in determining both if and when events occur.</p> <p>What caused/What was the main cause of?</p> <p>Change happens in history due to the actions of historical actors (e.g. Hitler) and the time and conditions they were operating in (e.g. the Great Depression).</p> <p>Who or what should be blamed the most for?</p>	<p>Change happens in history due to the actions of historical actors (e.g. Hitler) and the time and conditions they were operating in (e.g. the Great Depression).</p> <p>Who or what should be blamed the most for?</p> <p>We need to be mindful that any causal explanation is in itself an interpretation and therefore historians can and do disagree.</p> <p>Why do historians disagree about the main cause of?</p>
<u>Significance</u>	<p>We need to use criteria to make judgements on significance. We can adopt different criteria given by different experts, e.g. Partington's radar, Counsell's five Rs or Phillips's GREAT. Students also need to be able to create criteria for judging significance.</p> <p>What should people remember as the most?</p> <p>Which was the greatest?</p>	<p>We need to use criteria to make judgements on significance. We can adopt different criteria given by different experts, e.g. Partington's radar, Counsell's five Rs or Phillips's GREAT. Students also need to be able to create criteria for judging significance.</p> <p>What should people remember as the most?</p> <p>Which was the greatest?</p> <p>We need to be able to see that any judgement of historical significance is actually an interpretation and therefore we should spend some time evaluating what different experts say about historical significance.</p> <p>Why do historians disagree so much about the main?</p>	<p>We need to use criteria to make judgements on significance. We can adopt different criteria given by different experts, e.g. Partington's radar, Counsell's five Rs or Phillips's GREAT. Students also need to be able to create criteria for judging significance.</p> <p>What should people remember as the most?</p> <p>Which was the greatest?</p> <p>We need to be able to see that any judgement of historical significance is actually an interpretation and therefore we should spend some time evaluating what different experts say about historical significance.</p> <p>Why do historians disagree so much about the main?</p> <p>We need to realise that historical significance can vary over time depending on those interpreting it and the context in which they are working in.</p> <p>Is D.Jones correct; was this really an age of?</p>
<u>Change & Continuity</u>	<p>We should consider why change happened.</p> <p>Why did?</p>	<p>We also need to consider whether the change was an improvement or whether it made things worse.</p>	<p>We should avoid 'eventification;' seeing events as the change themselves rather than seeing change as a process.</p>

	<p>We should also consider the type or nature of the change: economic, social etc</p> <p>How much had peoples' lives changed?</p> <p>We also need to consider whether the change was an improvement or whether it made things worse.</p> <p>How much can we trust X's view that?</p>	<p>How much can we trust X's view that?</p> <p>We should also consider how people themselves at the time actually experienced change.</p> <p>How much had peoples' lives changed?</p> <p>We should consider change as a process. We should think about its flow; how quickly or slowly the change happened.</p> <p>Whose lives changed the most and for whom?</p>	<p>How much changed between X and Y?</p> <p>We need to consider how much changed / stayed the same and the extent that this was the same for everyone who experienced the change.</p> <p>How much changed between X and Y and for whom?</p> <p>Finally, we should look to develop the language of change so our students can describe and analyse change – lexicogramatical help for each KS?</p> <p>Key Words to help explanations</p>
<u>Interpretations</u>	<p>Pieces of historical writing are interpretations of the past of some sort.</p> <p>Why do we need a better interpretation of?</p> <p>We need to work out the message of an interpretation and do this by making inferences and working out the style and tone of the writing.</p> <p>What can X tell us about Y?</p>	<p>We need to consider the view point and approach of the interpretations author, purpose and audience.</p> <p>Why does X have this view of Y?</p> <p>We need to assess the value of the interpretation and can do this by comparing the interpretation to evidence/knowledge.</p> <p>Is X correct about?</p>	<p>We need to assess the value of the interpretation and can do this by comparing the interpretation to evidence/knowledge.</p> <p>Is X correct about?</p> <p>We should also consider the context in which the interpretation was written in and how its date and the events surrounding it may have 'shaped' the interpretation.</p> <p>Why do interpretations of X keep changing?</p>
<u>Evidential Understanding</u>	<p>When we evaluate contemporary sources (so we can write an interpretation) we need to draw valid inferences from them. What do they suggest?</p> <p>What can we learn from X about Y?</p> <p>To check that a contemporary source is valid we should cross reference it against other evidence to prove that it can be trusted. This means comparing what it suggests with other evidence/knowledge.</p> <p>Is X correct when she states?</p>	<p>To check that a contemporary source is valid we should cross reference it against other evidence to prove that it can be trusted. This means comparing what it suggests with other evidence/knowledge.</p> <p>Is X correct when she states?</p> <p>We need to realise that contemporary evidence is useful to us even though it might be unreliable.</p> <p>How much can we trust X's view of Y?</p> <p>When we evaluate contemporary evidence, we need to think hard about the audience it was created for and the purpose behind its creation.</p>	<p>When we evaluate contemporary evidence, we need to think hard about the audience it was created for and the purpose behind its creation.</p> <p>We should also consider the context in which the contemporary source was written in. What were the views at the time of writing? What else was happening at the time of writing that might influence its author?</p> <p>Why do views of X keep changing?</p>
<u>Chronology</u>	<p>We need to be able to place events and people into chronological order.</p> <p>We need to develop a complex language of time to help us</p>	<p>We need have a sense of the scale of time and therefore look at broad sweeps of time as well as shorter time periods.</p>	<p>We need to gain a 'sense of period' to be able to view what a time period was really like. This helps us create a mental map of the past.</p>

	<p>make sense of time and the past e.g. past / present, BC/AD, century, decade, epoch, era etc</p>	<p>We need to understand that historians construct labels for time periods to help them make sense of them e.g. Tudors.</p>	<p>What were the main events, changes and areas of continuity throughout the X period?</p> <p>We should be able create a mental map of the past / a framework of the past so we can start to slot into this framework the different aspects of history we study.</p>
<p><u>Diversity</u></p>	<p>We need to realise that different people in the past experiences were different to our own due to their differing values, beliefs and experiences.</p> <p>Why do views of X keep changing?</p> <p>We should also consider how people actually experienced events in the past – what did things mean to them at the time? How did they experience the event? (Empathy)</p> <p>How much can we learn about X from Y?</p>	<p>We should also consider how people actually experienced events in the past – what did things mean to them at the time? How did they experience the event? (Empathy)</p> <p>How much can we learn about X from Y?</p> <p>It is also important to realise that different people in past experienced the same event/period very differently to each other. This was also because of their differing values, beliefs and experiences. We need to look for this complexity.</p> <p>Whose lives changed the most?</p>	<p>It is also important to realise that different people in past experienced the same event/period very differently to each other. This was also because of their differing values, beliefs and experiences. We need to look for this complexity.</p> <p>Whose lives changed the most?</p> <p>We can also think about diversity by deciding how similar and different people and places at a particular time were and how different they were to us today.</p> <p>Why was there so much change/continuity in?</p>