

# Bede Academy

## History Curriculum Map





# History Curriculum Map

Our ambition is for all students to appreciate history as our shared local, national and global story, and its centrality to understanding our identity and the world we inhabit. We give students an understanding of this narrative, allowing them to understand the complexities of constructing these narratives and making them able to question, challenge and reconstruct their understanding of their own heritage.

As we identify the key knowledge students should master in **history** we think carefully about *how* we want students to think as **historians**. We want students to:

- build their historical perspective by placing their understanding of the story of their locality, nation and of selected, significant global events into different contexts
- make connections between events to construct narratives which clearly show how and why history has taken a specific course
- understand the methods of historical enquiry and critically appraise the contemporary and secondary interpretations that they are presented with using their knowledge of historical context
- discern how and why contrasting arguments and interpretations of the past have been constructed
- construct convincing narratives using a combination of contemporary material and historical scholarship

The **history** curriculum is sequenced around the following key concepts:

Golden Ages	Fight the Power	Centuries of Change
<p><i>What makes a 'Good Society?'</i></p> <p><i>'Where injustice is common, poverty enforced, ignorance prevails, people will be unsafe'</i> Frederick Douglass</p>	<p><i>How has the balance of power changed in societies over time?</i></p> <p><i>'What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?'</i> Tony Benn</p>	<p><i>Why do the societies we live in improve, stay the same or get worse?</i></p> <p><i>"Human progress, whether positive or negative depends on political structures, economic growth, technological development &amp; cultural change"</i> Bede History Dept.</p>

## Our all-through curriculum is:

**...knowledge-rich** with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

**...enabling** as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

**...responsive** as assessment identifies security of learning and students are supported to achieve our curriculum goals;

**...inspiring** as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in Blyth and beyond;

**...transformative** as by developing character, we build learners who exemplify the Core Virtues and make a positive contribution to their community.

- **Clear links** between units allow students to build an understanding of change over time
- A focus on being **precise** with the use of statistics, case studies and personal testimony empowers students to feel expert as young Historians.
- **Carefully selected** range of local, national and international histories allows students to develop an interconnected picture of the past and their place within it.

- All students complete the same classwork and assessments, **scaffolded** to meet their needs, e.g. use of 'do now' tasks to secure knowledge needed for that lesson.
- Texts are complex and challenging, teachers make sure these are **accessible depending on the needs** of their group
- Assessment is built in a way that **gradually introduces historical skills** and builds the complexity of these.

- Regular **retrieval practice**, including interleaving, to check prior learning and build long-term memory.
- **Quizzes/End of Unit assessment** used to identify gaps and inform teaching.
- Regular use of MWB and cold calling as well as circulating the room to **identify and address misconceptions** as well as model answers and **check for understanding**.

- Units regularly refer to **the local context**, whether this is early medieval Northumbria or Blyth's role in the Second World War. Students are made to feel that their place mattered throughout the history they study.
- House competitions allow students to **express their skills** in art, public speaking and other areas.
- Sources are carefully selected to allow students to **immerse** themselves in a wide variety of experiences

- The contemporary sources we use **exemplify positive and negative role models** and consider the context in which they acted, as well as allowing consideration of questions of relative and absolute morality.
- Feedback policy makes students responsible for their own improvement – they are expected to show integrity by identifying precise issues with their work and **take responsibility for directly addressing these**.
- Students are **challenged to examine their prejudices** and re-consider the language they use by considering the impact of prejudicial language and actions on the lived experience of others.



# History Curriculum Map

Year Group	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
1	Grace Darling				Columbus and Neil Armstrong		Cragside and Lord Armstrong	
2	Great Fire of London				Seacole, Nightingale and Cavell			Seaside Holidays
3	Stone Age to Iron Age				Ancient Egyptians			Ancient Egyptians
4			Ancient Greeks			The Romans	The Romans	
5	Anglo Saxons				Vikings		The Mayans	
6	WW2				Blyth in Victorian Times			The Changing Role of Women
7	The Northumbrian Golden Age		The Norman Conquest		The Silk Roads	Medieval Lives	Who Rules? Power in Medieval England	The Reformation
8	Elizabethan England		English Revolutions		Transatlantic slavery	Britain and the Empire	Industrial Revolution	WW1
9	Reform!		Dictators		Genocides	WW2	The Decline of Britain?	The USA in the Roaring Twenties
10	USA – boom 20's/depression '30s		USA – City on a Hill? '50s and '60s		The Cold War – origins, 1945-53	The Cold War – peaceful coexistence, 1953-60	The Cold War – crisis and détente, 1960-73	Medicine through Time, medieval medicine
11	Medicine - Renaissance	Medicine - Industrial	Medicine - Modern		Anglo-Saxon and Norman England – invasion and consolidation	Anglo-Saxon and Norman England – Life in Norman England		
12	Henry II and the Restoration of Royal Authority, 1154–1166			Angevins – challenges to the Authority of Henry II			Henry II and the struggle for Royal Authority, 1174–1189	
	Germany under the Kaiserreich, 1871-1917			Weimar Republic and the rise of the Nazis, 1917-29			NEA	
13	Angevins - Richard I, 1189-1199			Angevins - John, 1199-1216				
	Dictatorship, War and Occupation, 1929-49			Post War Germany, 1949-91				



# History Curriculum Map

Early Years Links	Nursery	<p><b>Substantive</b>            To talk about what they are doing now            To begin to talk about things which have already happened or are yet to happen.            To become familiar with routine – such as the daily routine, going swimming on Saturday etc            To begin to know and talk about significant events in their lives – before, during and after, for example birthdays, Christmas, holidays etc            To become familiar with the days of the week, and the seasons of the year  <b>Early disciplinary skills and knowledge</b>            Understand historical concepts such as:            continuity and change            Making connections</p>	<p><b>Substantive</b>            To talk about what they are doing now            To begin to talk about thing which have already happened or are yet to happen            To begin to notice and talk about changes in life cycles, for example, naming baby and adult animals, talking about caring for babies            To know and talk about significant events in their lives – before, during and after, for example birthdays, Christmas, holidays etc            To become familiar with the days of the week, and the seasons of the year            To begin to be aware of cause and effect in stories, for example, the three pigs feel sad because the wolf blows down their house            To begin to notice when things are the same or different (links with maths)  <b>Pre-disciplinary skills and knowledge</b>            Understand historical concepts such as:            continuity and change            Cause and consequence            Similarity and difference            Making connections            Drawing contrasts</p>	<p><b>Substantive</b>            To talk about what they are doing now            To begin to talk about thing which have already happened or are yet to happen            To know and talk about changes in the future – starting reception class in September etc            To know and talk about significant events in their lives – before, during and after, for example birthdays, Christmas, holidays etc            To become familiar with the days of the week, and the seasons of the year            To notice and talk about things which are the same or different  <b>Pre-disciplinary skills and knowledge</b>            Understand historical concepts such as:            continuity and change            Cause and consequence            Similarity and difference            Making connections            Drawing contrasts</p>
	Vocab	<p>Me, family members names, simple descriptions of activities, for example, drawing a picture, playing with dinosaurs, being superman etc, days of the week, Christmas, birthday</p>	<p>Me, family members names, simple descriptions of activities, for example, drawing a picture, playing with dinosaurs, being superman etc, days of the week, Christmas, birthday            Animal and baby names, for example, cow and calf, baby, adult, grown-up, same, different,</p>	<p>Me, family members names, simple descriptions of activities, for example, drawing a picture, playing with dinosaurs, being superman etc, days of the week, Christmas, birthday            Animal and baby names, for example, cow and calf, baby, adult, grown-up, same, different,            Because, why</p>
	Reception	<p><b>Substantive</b>            To know about my own life-story            To know how I have changed            To become familiar with the daily routine.            To begin to understand the days of the week – knowing the difference between school days and weekends/school holidays etc            To begin to understand about important personal dates, such as birthdays, visitors, trips, events etc.            To talk about the lives of the people around us            To know that the emergency services exist and what they do.            To develop an awareness of Armistice/Remembrance day.            To talk about soldiers from the past and why this event is important to us today.            To talk about events which are happening now  <b>Pre-disciplinary skills and knowledge</b>            Understand historical concepts such as:            continuity and change            Cause and consequence            Similarity and difference            Making connections            Drawing contrasts</p>	<p><b>Substantive</b>            To know about my own life-story            To know how I have changed            Traditional tales – To observe and identify the similarities and differences between our lives and the characters            To understand that plants can take a long time to grow – planting seeds now to grow vegetables that will be eat in the summer.            To talk about events which are happening now            To talk about events from the past            To talk about things which are yet to happen            To begin to use the language of immediate time, 5 minutes, before/after lunch  <b>Pre-disciplinary skills and knowledge</b>            Understand historical concepts such as:            continuity and change            Cause and consequence            Similarity and difference            Making connections            Drawing contrasts</p>	<p><b>Substantive</b>            To know about my own life-story            To know how I have changed            Growth and plants – To be able to identify and talk about the changes as plants grow - chronology, highlighting changes in plants/growth. Saying what changes happen over time.            Minibeasts – to be able to identify and talk about the life cycle of a butterfly and frog. Saying what changes happen over time.            To talk about events which are happening now            To talk about events from the past            To talk about things which are yet to happen  <b>Pre-disciplinary skills and knowledge</b>            Understand historical concepts such as:            continuity and change            Cause and consequence            Similarity and difference            Making connections            Drawing contrasts</p>



# History Curriculum Map

	Vocab	My, family names (including wider members such as aunties, uncles, cousins), I used to be, I couldnt do... now I am /I can, days of the week, months of the year, seasons, birthday, Christmas, Divali, Remembrance day, Today, tomorrow, yesterday, week, next week, job, range of professions – doctor, police officer, chef etc,	My, family names (including wider members such as aunties, uncles, cousins), I used to be, I couldnt do... now I am /I can, days of the week, months of the year, seasons, birthday, Christmas, Divali, Remembrance day, Today, tomorrow, yesterday, week, next week Why, because, I think its..., next year, same, different, nearly the same, similar, name the parts of the day – register, lunch, outside, after school	My, family names (including wider members such as aunties, uncles, cousins), I used to be, I couldnt do... now I am /I can, days of the week, months of the year, seasons, birthday, Christmas, Divali, Remembrance day, Today, tomorrow, yesterday, week, next week Why, because, I think its..., next year, same, different, nearly the same, similar, name the parts of the day – register, lunch, outside, after school Babies, egg, grow, older, younger, first, then, next, after that
	Related Early Learning Goals	<p><b>Understanding the World</b></p> <p><u>ELG: Past and Present</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		



# History Curriculum Map

Year 1	Unit	Grace Darling	Columbus and Neil Armstrong	Cragside and Lord Armstrong
	Key Concepts	Influence of technology and scientific change Influence of individuals	Influence of technology and scientific change Influence of individuals	Influence of technology and scientific change Influence of individuals
	Prior Learning		Know who Grace Darling was and what she is famous for Know that her actions eventually led to the founding of the RNLI Know that a source is a clue about the past	Know Columbus and Armstrong were explorers and where they travelled to To be able to state some basic differences between them. Know that a source is a clue about the past
	Key Knowledge	<p><b>Substantive</b> I remember the name of Grace Darling Grace Darling was born in 1815 and lived in Longstone Lighthouse in Northumberland. Grace Darling was famous for the rescue of nine survivors from a wrecked ship at the Farne Islands in 1838. Following the famous rescue, a light boat rescue service was set up. This is now known at the RNLI.</p> <p><b>Disciplinary</b> I know that a source is a clue about the past</p>	<p><b>Substantive</b> Christopher Columbus was an explorer in the 1400's. Christopher Columbus set sail with 3 ships in 1492. (Pinta, Nina, Santa Maria). Christopher Columbus sailed on the Santa Maria and discovered America. Neil Armstrong was an explorer of space. Neil Armstrong, Michael Collins and Buzz Aldrin travelled to the moon in Apollo 11. Neil Armstrong was the first man to walk on the moon in 1969. Christopher Columbus lived a long time before Neil Armstrong</p> <p><b>Disciplinary</b> How to state some basic differences between Columbus and Armstrong</p>	<p><b>Substantive</b> There are many sources of light, some are modern inventions and others are from long ago. Lord Armstrong was an inventor who lived during Victorian times. Lord Armstrong lived in Cragside House. Household objects have changed over time. There are many rooms in Cragside House which are for used for different purposes. Cragside House was modern for its time.</p> <p><b>Disciplinary</b> How to use sources to talk about how life has changed. How to talk about artefacts and guess what they are. How to write some sentences about key events/people I have studied.</p>
	Next Steps	Y2; Seacole, Nightingale and Cavell		Y6: Blyth since the Victorian Era
	Enrichment /Careers	RNLI visit	Explorers Day	Visit to Cragside Box of Delights-Victorians



# History Curriculum Map

Year 2	<b>Unit</b>	<b>Great Fire of London</b>	<b>Seacole, Nightingale and Cavell</b>	<b>Seaside Holidays</b>
	<b>Key Concepts</b>	Influence of technology and scientific change	Difference Influence of individuals	<b>Historical processes-social change</b>
	<b>Prior Learning</b>	Order Grace Darling, Columbus, Neil Armstrong, Lord Armstrong and today on a timeline Explain events of Grace Darling rescue. Discuss difference between life for Columbus or Lord Armstrong or now etc Grace Darling rescue inspired change and RNLI Use a source to talk about life in the past	Compare and contrast lives of Columbus and Neil Armstrong Compare and contrast life in 16th century London with Lord Armstrong and Victorian era Explain events of Great Fire of London Look at artefacts and guess what they are	Order previously taught events/people on timeline as well as now. Compare and contrast life at different points-was nursing for Florence Nightingale the same as for Edith Cavell? (leads into something like holidays are the same but look different across the years)
	<b>Key Knowledge</b>	<p><b>Substantive</b> Life in London in 1665 and 1666, which is nearly 350 years ago was very different to life today. The Great Fire of London started in Pudding Lane on 2nd September 1666. King Charles II was king at the time. The fire spread quickly. We know about the fire because Samuel Pepys kept a diary at the time. Link to Great Fire of Newcastle</p> <p><b>Disciplinary</b> How to talk about in detail key facts related to an event/person I have studied. How to order the key events we have studied on a timeline. How to explain in some detail why an event happened.</p>	<p><b>Substantive</b> The Crimean war was from 1853-1856. Mary Seacole was born in Jamaica and nursed soldiers in the Crimean battlefields. Florence Nightingale was born in Italy and nursed soldiers in Scutari hospital during the Crimean war. Edith Cavell nursed German and British soldiers during the World War I. Contrast the 3 women. Some sources are produced at different times.</p> <p><b>Disciplinary</b> How to explain why someone acted in a certain way.</p>	<p><b>Substantive</b> A century is 100 years and a decade is 10 years. The types of holidays people have changed over the years. A hundred years ago holiday makers often travelled by train to the seaside. Fifty years ago, many more people were able to travel by car to holiday. People used bathing machines to get dressed on the beach. Holiday makers would stay in guest houses or hotels. Compare and contrast</p> <p><b>Disciplinary</b> How to use different types of sources to learn about the past. How to use sources to answer some questions about the past. How to compare and contrast events from the past with today.</p>
	<b>Next Steps</b>		Y6: Changing role of women	Y3: Blyth and Llandudno (Geo)
	<b>Enrichment /Careers</b>	Demonstration of fire Discovery museum Virtual workshop-Great Fire of Newcastle and Gateshead	Visit from a nurse-compare modern day nursing with what they have learned from the past. Box of Delights-Florence Nightingale	



# History Curriculum Map

Year 3	Unit	Stone Age to Iron Age	Ancient Egyptians	Ancient Egyptians
	Key Concepts	Influence of technology and scientific change Historical processes-social change	Historical processes-social change	Historical processes-social change
	Prior Learning	Know meaning of vocab such as century and decade Put events learnt in KS1 in chronological order Discuss changes in peoples lives over these times e.g. why didn't Columbus use an aeroplane? Why is Florence Nightingale the lady with the lamp not the lady with the torch? Would this have been different if she had lived at same time as Edith Cavell? How to write some sentences explaining why something happened	History is divided into periods Put the periods studied into chronological order including some of the significant individuals from KS1 Know differences between the Stone, Bronze and Iron Ages and key features of each How to use some historical vocabulary when writing (e.g. ancient, society, invasion, civilisation) Life in the Stone Age and Bronze Age (Egyptians a Bronze age civilisation)	History is divided into periods Put the periods studied into chronological order including some of the significant individuals from KS1 Know differences between the Stone, Bronze and Iron Ages and key features of each How to use some historical vocabulary when writing (e.g. ancient, society, invasion, civilisation) Life in the Stone Age and Bronze Age (Egyptians a Bronze age civilisation)
	Key Knowledge	<p><b>Substantive</b> History is divided into periods:</p> <ul style="list-style-type: none"> <li>Stone, Bronze and Iron Age</li> <li>Victorians-Lord Armstrong</li> <li>20<sup>th</sup> century-Edith Cavell, Neil Armstrong</li> </ul> <p>Stone Age (Neolithic 8000 BC - New Stone Age approximately 4000 BC) Bronze Age (approximately 2500 BC – 800BC ) Know the Stone Age ways of life. Bronze Age saw the beginning of the use of metal and humans using it for tools and weapons. Discuss the main changes with tools and weaponry and the effects this had on ways of life in each period. Stonehenge is the most famous British Bronze Age monument. Know what the life of someone living in the Iron Age looks like</p> <p><b>Disciplinary</b> How to use different types of sources to learn about the past. How to use sources to answer some questions about the past How to use some historical vocabulary when writing (e.g. ancient, society, invasion, civilisation)</p>	<p><b>Substantive</b> BC is used to describe years before the birth of Christ. AD is used to describe years after the birth of Christ. Egypt is a very hot country in North Africa. The first Egyptians lived about 5,000 years ago. Egypt is about 3,508 kilometres from England. River Nile was essential for the Ancient Egyptian civilisation e.g. farming, trade etc... The ancient Egyptian farming season was divided into three seasons- <b>the flood, the planting/ growing period and the harvest.</b> The Ancient Egyptian society was organised like a pyramid with the Pharaoh at the top.</p> <p><b>Disciplinary</b> How to identify primary and secondary sources.</p>	<p><b>Substantive</b> The ancient Egyptians used hieroglyphics as a method of writing. The pyramids were built so that when the pharaoh died they could be buried inside with their possessions. Slaves and farmers were used to build the pyramids, during the flood seasons. When pharaohs died, they were mummified. This process involved stages of embalming and wrapping the body carefully, to preserve the body. Tutankhamen is the most famous ancient Egyptian pharaoh. The ancient Egyptians worshipped many different gods and goddesses. The gods and goddesses oversaw different aspects of every day Egyptian life. For example, Ra was known as the Sun God and Osiris was the god of the dead and ruler of the underworld. The pharaohs were the most important people in ancient Egyptian society. The farmers and slaves were the least important.</p> <p><b>Disciplinary</b> How to identify primary and secondary sources.</p>
	Next Steps	Y4: Ancient Egyptians	Y4: Ancient Greeks	Y4: Ancient Greeks
	Enrichment /Careers	Stone Age day Box of Delights-Prehistoric	Egypt day History Bloke visit	



# History Curriculum Map

Year 4	<b>Unit</b>	<b>Ancient Greeks</b>	<b>The Romans</b>	<b>The Romans</b>
	<b>Key Concepts</b>	<b>War</b> Historical processes-social change	<b>War</b> Influence of individuals <b>Historical processes-social and political change</b>	<b>War</b> Influence of individuals <b>Historical processes-social and political change</b>
	<b>Prior Learning</b>	BC is used to describe years before the birth of Christ. AD is used to describe years after the birth of Christ. Put the periods studied into chronological order How to identify primary and secondary sources. When was the Bronze Age? What was life like in the Bronze Age? Egyptian lifestyle and hierarchy	BC is used to describe years before the birth of Christ. AD is used to describe years after the birth of Christ. Know the difference between Stone, Bronze and Iron Age Egyptians and Greeks were Bronze Age so now Celts and Romans in Iron Age. Differences between Greeks and Spartans -why they were at war Factors of success in war: weapons/ship Grace Darling, Mary Seacole, Florence Nightingale and Edith Cavell-who and what impact How to use sources to answer some questions about the past. Some sources are produced at different times.	BC is used to describe years before the birth of Christ. AD is used to describe years after the birth of Christ. Know the difference between Stone, Bronze and Iron Age Egyptians and Greeks were Bronze Age so now Celts and Romans in Iron Age. Differences between Greeks and Spartans -why they were at war Factors of success in war: weapons/ship Grace Darling, Mary Seacole, Florence Nightingale and Edith Cavell-who and what impact How to use sources to answer some questions about the past. Some sources are produced at different times.
	<b>Key Knowledge</b>	<b>Substantive</b> Greece is located in southeast Europe, close to both Africa and Asia. The capital and largest city in Greece is Athens. Ancient Greece is said to have laid the foundation for Western civilization, having a large influence on the Roman Empire and European culture. The Olympic Games originated in Ancient Greece. People living in Athens and Sparta had different views and beliefs to each other. Triremes were ancient Greek War ships. The distance of a marathon race is linked to the Battle of Marathon when Pheidippides raced back to Athens to inform them of the Victory against the Persian army.  <b>Disciplinary</b> How to write answers in longer sentences about historical events/people we have studied. How to explain how some events in the past have impacted us today.	<b>Substantive</b> The Celts were the native population before the Romans. The Romans hated the Celts. They called them barbarians. Julius Caesar was a famous Roman leader who tried but failed to conquer Britain. Claudius the Roman Emperor conquered Britain in A.D. 43. Boudicca, The Celtic Queen of the Iceni tribe of modern-day East Anglia, Britain, led a revolt against Rome in 60/61 A.D. Emperor Hadrian The Roman emperor from 117 to 138 A.D. He is known for building Hadrian's Wall, which marked the northern limit of Britannia.  <b>Disciplinary</b> Some sources are more useful than others. How to compare and contrast some aspects of life in the past with life today. How to order most of the periods studied on a timeline	<b>Substantive</b> The Celts were the native population before the Romans. The Romans hated the Celts. They called them barbarians. Julius Caesar was a famous Roman leader who tried but failed to conquer Britain. Claudius the Roman Emperor conquered Britain in A.D. 43. Boudicca, The Celtic Queen of the Iceni tribe of modern-day East Anglia, Britain, led a revolt against Rome in 60/61 A.D. Emperor Hadrian The Roman emperor from 117 to 138 A.D. He is known for building Hadrian's Wall, which marked the northern limit of Britannia.  <b>Disciplinary</b> Some sources are more useful than others. How to compare and contrast some aspects of life in the past with life today. How to order most of the periods studied on a timeline
	<b>Next Steps</b>	Y4:Romans	Y5: Anglo-Saxons	Y5: Anglo-Saxons
	<b>Enrichment /Careers</b>	Possible visit to Penshaw Monument to see a replica of Temple of Hephaestus. Also link to Year 5 Lambton Worm. Box of Delights-Greeks		<b>Roman day</b>



# History Curriculum Map

Year 5	<b>Unit</b>	<b>Anglo Saxons</b>	<b>Vikings</b>	<b>The Mayas</b>
	<b>Key Concepts</b>	War Historical processes-social, religious and political change	War Historical processes-social change	Historical processes-social change
	<b>Prior Learning</b>	How to order most periods on a timeline How to explain in detail why an event happened Influence of individuals: Grace Darling, Mary Seacole, Florence Nightingale, Edith Cavell, Boudicca Causes of war: why Greeks and Spartans fight, why did Romans come to Britain, why did Boudicca rebel? Effects of war: Influence of Romans on Britain-homes, roads, lifestyle Some sources are more useful than others.	Causes of war: Why Greeks and Spartans fought at Battle of Marathon? Reasons Romans invaded Boudicca rebellion Why Anglo-Saxons came to Britain Factors in Success: Greek triremes, Roman soldiers and armour Effects of war: impact of Romans on British lifestyle-homes etc Change: Understanding of Egyptian, Roman, Anglo-Saxon life-houses, society, violence	Civilisation-key features (yr 3) The Vikings came from the countries we now call Norway, Sweden and Denmark. This area is known as Scandinavia. Vikings came to Britain around 790 A.D. Life in Roman, Anglo-Saxon and Viking Britain Egyptian class system and similar within Roman Viking beliefs-gods (not impact moral behaviour?) How to compare and contrast some aspects of life in the past with life today
	<b>Key Knowledge</b>	<b>Substantive</b> BC means Before Christ and AD means Anno Domini. Anglo-Saxons were in Britain after the Romans but before the Vikings. Romans left Britain in AD410 due to problems in the Empire in the rest of Europe. Celts needed help from the Anglo-Saxons as they were being attacked by the Picts and the Scots. Anglo-Saxons came from Northern Germany and Denmark. They settled in England. They lived in wooden houses. Everyone lived in the one room including some animals. Everyone in the village had a specific job. St Bede recorded the History of England which is a primary source.  <b>Disciplinary</b> A primary source is evidence with a direct connection to an event. A secondary source is information about an event that was written more recently such as a book or website. How to explain my opinion using the facts and evidence I have learnt.	<b>Substantive</b> The Vikings came from the countries we now call Norway, Sweden and Denmark. This area is known as Scandinavia. Norsemen travelled the seas in longboats raiding and plundering lands. Compare with Greek triremes. The Viking Age in Britain began around 1200 years ago and lasted for just over 200 years. Around the year AD 790 Vikings first started to raid Britain. Vikings made their home in Britain. They drove the Saxons out of part of Britain and took it for themselves.  <b>Disciplinary</b> How to use artefacts to uncover clues about Viking lifestyle. How to describe the differences between the different clues of the past such as why their opinions may differ How to write answers in longer sentences about historical events/people we have studied.	<b>Substantive</b> The Mayas Lived in Central America from 200AD-1500AD. They believed in many gods that could help or hurt them. Clothes were colourful, made from animal skins and reflected their social status. Their main foods were: maize, beans, turkey, shrimp, deer, lobster, duck, monkey, chilli peppers, tomatoes, sweet potatoes, pumpkins, honey, eggs and chocolate. They had a class system made up of rulers, nobles, merchants, peasants and slaves. They had their own calendar used for farming and to know when the end of the world would be. Nobles and kings lived inside the city in large palaces made from stone. Commoners lived in huts (mud/stone) outside the city near their farms.  <b>Disciplinary</b> How to make inferences from sources How to order all the periods of History that we have studied on a timeline. How to write answers in PJ? paragraphs about historical events/people we have studied.
	<b>Next Steps</b>	Y5: Vikings	Y7: Bamburgh Bodies and Norman Conquest	Y7: Norman Conquests (Civilisation)
	<b>Enrichment /Careers</b>	Visit to Jarrow Hall (Bede's World)	Viking homework project Box of Delights-Vikings	



# History Curriculum Map

Year 6	<b>Unit</b>	<b>WW2</b>	<b>Blyth in Victorian Times</b>	<b>The Changing Role of Women</b>
	<b>Key Concepts</b>	War Historical processes-political and social change	Historical processes-social change Influence of technology and scientific change	Difference Historical processes-economic, political and social change
	<b>Prior Learnin</b>	How to order all the periods of History that we have studied on a timeline Reasons Romans, Anglo-Saxons and Vikings invaded, Greeks and Spartans Main effects of these invasions-social, political, cultural change	Change of technology? Prehistoric, Egyptian technology, Roman roads and central heating (and Mayas) Social hierarchy in Egyptians, Mayas, Romans etc-wealth, housing etc A primary source is evidence with a direct connection to an event. A secondary source is information about an event that was written more recently such as a book or website.	Chronology of previous civilizations etc Change in society in various civilisations: Ancient Egyptians, Greeks, Romans, Anglo-Saxons, Vikings, Victorians How to make inferences from sources.
	<b>Key Knowledge</b>	<p><b>Substantive</b> World War II lasted from 1939 to 1945. World War II began when German troops invaded Poland on 1 September 1939. The UK declared war on Germany on 3 September 1939. It was announced by Prime Minister Neville Chamberlain. While many countries were involved in the war, they each took sides – either with the Allies, or the Axis. The main Axis countries were Germany, Italy and Japan. The main Allied countries were Great Britain, the United States, France and the Soviet Union. Prime Ministers during World War II were Neville Chamberlain until 1940, then Winston Churchill. War affected daily lives of the people of Britain-rationing, Blitz, evacuation etc</p> <p><b>Disciplinary</b> How to describe the differences between the different clues of the past such as why their opinions may differ How to use PJ? paragraphs to explain why an event happened. How to use evidence to help explain these reasons.</p>	<p><b>Substantive</b> A primary source is first-hand information (such as an original document or object) Secondary sources are something written about a primary source (such as a biography) Some of the major changes during the Victorian era include the building of the port, Blyth Spartans, Ridley Park. The population of Blyth has increased substantially between the 1830s and 2018. Key industries in Blyth between 1800 and 1980 were coal mining, fishing, and shipping and transferring raw materials such as iron. Coal mines (collieries) and shipyards have been replaced by housing and retail. Coal mining was an extremely dangerous job and children as young as 10, often worked in the mines. On 16 January 1862, Britain's worst Victorian mining disaster occurred at Hartley Colliery where a total of 204 men and boys died.</p> <p><b>Disciplinary</b> How to describe the differences between the different clues of the past such as why their opinions may differ How to make inferences from sources – I can explain what an inference is. How to order all the periods of History that we have studied on a timeline.</p>	<p><b>Substantive</b> Understand the role of women in ancient civilizations such as Egypt, Greece and Rome. Know about strict rules for women during Victorian period Suffragette movement was led by women such as Emmeline Pankhurst Know how WWI and WWII affected the role of women Know about the rise in feminism in 60s and 70s including issues with disparity of pay between men and women. Gain knowledge of equality in present day Britain and also around the world.</p> <p><b>Disciplinary</b> How to order all the periods of History that we have studied on a timeline. How to discuss my opinion with others and use facts well to support my opinion.</p>
	<b>Next Steps</b>	Y9: Causes and Events of WW2	Y8: Industrial revolution	Y9: Votes for Women
	<b>Enrichment /Careers</b>	WW2 day and visit to Blyth Battery	Box of Delights-North East Mining Wor Bella workshops and production Port of Blyth-floating lighthouse and change of industry in Blyth	France trip-link to WW2 and Normans (Yr 7 topic)



# History Curriculum Map

## Key Stage 3 Curriculum Goals

Year 7	Year 8	Year 9
<p>Students achieving <b>at</b> the expected standard will be able to:</p> <p><b>DISCIPLINARY KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Accurately use terminology relating to centuries, eras, periods</li> <li>• Describe precise features of past events, e.g. life in Bede’s monastery, the lives of the people of Bamburgh in the 7th century.</li> <li>• Make accurate inferences from primary source material</li> <li>• Explain individual elements of causation, e.g. why William won the Battle of Hastings</li> <li>• Explain individual elements of significance, e.g. why Henry II was the strongest medieval King</li> <li>• Make accurate inferences from contemporary and secondary source material</li> </ul> <p><b>SUBSTANTIVE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know the year, decade or century in which particular events took place – the discovery of the Bamburgh Bodies, the Battle of Hastings, Bede’s birth.</li> <li>• Know the names of individuals based on descriptions of their achievements/events in their lives, e.g. Oswald, Aidan, Cuthbert, Bede, Edward the Confessor, Harold Godwinson, Harald Hardrada, William of Normandy, Henry II, John, Richard II.</li> <li>• Know precise features the remains of graves, bones and teeth discovered by the Bamburgh dig and explain what this tells us about life in 7th century Northumbria.</li> <li>• Know precise features of life in 8th century Northumbria – the Northumbrian Golden Age.</li> <li>• Know that William of Normandy won the Battle of Hastings because of organisational superiority as well as the weaknesses of the English fyrd.</li> <li>• Know that Henry II challenged Church authority but lost.</li> <li>• Know that John was forced to accept restrictions on monarchical power by the Barons.</li> <li>• Know that Richard II was able to maintain aristocratic power against the peasants of Essex and Kent.</li> <li>• Know how Europe and the middle east interacted through warfare and trade in the period between 1000 and 1400</li> <li>• Know that the middle ages were a period of incredible change laying the foundations for later changes, for example the creation of Parliament, the changes to social structure such as the end of serfdom.</li> <li>• Know that the European and English Reformation had discrete but connected causes.</li> <li>• Know how the English Reformation immediately impacted on the social, economic, cultural and political landscape of England.</li> </ul>	<p>Students achieving <b>at</b> the expected standard will be able to:</p> <p><b>DISCIPLINARY KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Describe precise features of the past, e.g. the differences between Roman Catholic and reformed Churches.</li> <li>• Make supported judgements of primary source material by combining information from the source with contextual knowledge.</li> <li>• Explain multiple elements of causation, e.g. why war broke out in Europe in 1914</li> <li>• Make balanced, supported judgements about events, e.g. the overall consequences of the industrial revolution</li> <li>• Make judgements about the utility of sources or accuracy of extracts based on wider contextual knowledge</li> </ul> <p><b>SUBSTANTIVE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know the year, decade or century in which particular events took place –, the ascent of Elizabeth I to the English throne, when the English Civil War took place, when slavery was abolished, when the industrial revolution happened, when the First World War began and ended</li> <li>• Know the names of individuals based on descriptions of their achievements/events in their lives, e.g., Elizabeth I, Francis Drake, Francis Walsingham, Mary Queen of Scots, Charles I, Oliver Cromwell, William Wilberforce, Olaudah Equiano, James Watt, James Hargreaves, Franz Ferdinand</li> <li>• Know the precise narrative of Elizabeth’s struggles against domestic and foreign threats such as the Northern rebellion, Mary, Queen of Scots and Philip II of Spain</li> <li>• Know the impact of the struggles between monarchy and parliament in the 17<sup>th</sup> century</li> <li>• Know multiple economic, social and political motivations behind the foundation and continuation of the Trade Triangle.</li> <li>• Know a range of positive and negative consequences of the industrial revolution</li> <li>• Know a range of factors which led to the outbreak of war in Europe</li> </ul>	<p>Students achieving <b>at</b> the expected standard will be able to:</p> <p><b>DISCIPLINARY KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Explain causation of events taking into account multiple factors</li> <li>• Fully evaluate primary source material with reference to wider context and provenance</li> <li>• Reach balanced, but clear judgements, fully supported by weighting evidence about historical events.</li> </ul> <p><b>SUBSTANTIVE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Know the year, decade or century in which particular events took place – the extension of the franchise to women in the UK, the rise of Europe’s 20<sup>th</sup> C dictators, various events leading to the outbreak of the Second World War, the different perspectives on understanding allied victory in WW2 and Holocaust and various events in the development of contemporary British society since WW2</li> <li>• Know the names of individuals based on descriptions of their achievements/events in their lives, e.g. Tsar Nicholas II, Rasputin, Tsarina Alexandria, Emily Davison, Emmeline Pankhurst, Millicent Fawcett, Herbert Asquith, David Lloyd George, Georges Clemenceau, Woodrow Wilson, Adolf Hitler, Neville Chamberlain, Franklin Roosevelt, Joseph Stalin, Clement Attlee, Margaret Thatcher, Ian Paisley, Gerry Adams, John Major, Tony Blair</li> <li>• Know the evolution of campaigning in the fight for female suffrage, 1880s-1918</li> <li>• Know the multiple interpretations of why women were granted the vote in 1918</li> <li>• Know how Lenin, Hitler and Mao and Stalin came to power and how they achieved dictatorial control</li> <li>• Know the multiple interpretations of why a second global war broke out in the 1930s</li> <li>• Know the multiple interpretations of why the allies were able to emerge victorious by 1945</li> <li>• Know the multiple interpretations of how the Holocaust was able to happen.</li> <li>• Know the multiple interpretations of the performance of Britain since the Second World War</li> </ul>



# History Curriculum Map

Year 7	<b>Unit</b>	<b>Bede's World – a Northumbrian Golden Age</b>	<b>The Norman Conquest – how did it change England?</b>	<b>The Silk Roads – a global golden age.</b>	<b>Medieval Newcastle – were the middle ages actually a period of revolutionary change?</b>	<b>Power - Medieval Kings – who challenged their power and how did they do it?</b>	<b>Reformation – how did a monk and a King severely wound the Catholic Church?</b>
	<b>Key Concepts</b>	Golden Ages – what makes a good society?  Is justice served in ... Is poverty reduced in ... Is ignorance reduced in ... Is safety ensured in ... ... 6 <sup>th</sup> and 7 <sup>th</sup> C N'bria?	Centuries of Change – why do the societies we live in change?  How did political structures ... Economic conditions ... Technological change ... Cultural factors .... ... influence how the Normans reformed England?	Golden Ages – what makes a good society?  Is justice served across ... Is poverty remedied across... Is ignorance reduced throughout ... Is safety ensured throughout ... ... Europe, the middle east and Asia across the 7 <sup>th</sup> to 14 <sup>th</sup> centuries?	Centuries of Change – why do the societies we live in change?  How did political structures ... Economic conditions ... Technological change ... Cultural factors .... ... influence how Newcastle developed between the 11 <sup>th</sup> and 15 <sup>th</sup> centuries?	Fight the Power – how has the balance of power shifted in society?  By asking 'What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?' We will consider if and how power shifted between Kings and subjects, 1100-1400	Fight the Power – how has the balance of power shifted in society?  By asking 'What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?' We will consider if and how power shifted between Monarch and Church, 1500s
	<b>Prior Learning</b>	<b>Year 5: Anglo-Saxon England</b> – everyday life and the impact of invasion and migration on ordinary people (social change)	<b>Year 5: Vikings</b> The threats of invasion faced prior to 1066. The nature of warfare C.9 <sup>th</sup> – C.11 <sup>th</sup>	<b>Year 4 and 5 – ancient and non-European cultures</b> The nature of different societies and the benefits and negatives of interaction	<b>Year 7: Anglo-Saxon England (NGA and NC)</b> The development of English society through the study of its people and economy (Bamburgh) its leaders (Oswald through to Harold Godwinson) and religion (Aidan to Bede)	<b>Year 7: Norman Conquest</b> The nature of the Norman takeover The qualities of medieval Kingship	<b>Year 7: Golden Age and Medieval Kings</b> Nature of the Catholic Church in the middle ages. Role and influence of the RC Church.
	<b>Key Knowledge</b>	<b>Substantive</b> Who invaded the British Isles between the 5 <sup>th</sup> and 9 <sup>th</sup> centuries? How did Edwin and Oswald use royal power? How did Aidan and Cuthbert bring about religious change? What was Bede's Golden Age? What happened in 793?  <b>Disciplinary</b> AO1 – accurate use of factual knowledge  Describe how Edwin & Oswald made life in Northumbria less 'golden'.  Describe two ways Northumbria experienced a Golden Age.	<b>Substantive</b> What happened in 1066? How did William establish control? How did William maintain control? How much did William change England?  <b>Disciplinary</b> AO3. Use of historical interpretations  Explain why interpretation x is convincing about the reasons why William won the Battle of Hastings.  Explain why interpretation x is convincing about the impact of the Norman Conquest	<b>Substantive</b> How did Europeans view their world? What were the Silk Roads? How did they grow in their 'golden age'? How did war affect life along the silk roads? How did disease affect life along the Silk Roads? How did religion affect life along the Silk Roads? How did science affect life along the Silk Roads?  <b>Disciplinary</b> AO1. Accurate use of factual knowledge  Describe two ways in which people along the Silk Roads did experience a Golden Age  Describe two ways in which people along the Silk Roads did not experience a Golden Age	<b>Substantive</b> How religion led to the growth of Newcastle as an important medieval city. How war led to the growth of Newcastle as an important medieval city. How economic developments led to the growth of Newcastle as an important medieval city.  <b>Disciplinary</b> AO3. Use of historical interpretations  Explain why interpretation y is convincing about why Newcastle became an important town in the middle ages.  Explain why interpretation x is convincing about why Newcastle became an important town in the middle ages.	<b>Substantive</b> How did the Church challenge Henry II How did the Barons challenge John and Henry III? How did the peasants challenge Richard II? What about medieval Queens – how much power did they exert?  <b>Disciplinary</b> AO4. Use of primary sources  How useful is source y to an historian studying King John and the Magna Carta  How useful is source x to an historian studying King John and the Magna Carta	<b>Substantive</b> What was wrong with the Church? What did Martin Luther do? What was the European reformation? How did Henry VIII bring the Reformation to England? What was the impact of the Reformation in England?  <b>Disciplinary</b> AO4. Use of primary sources  How useful is source x to an historian studying Martin Luther  How useful is source x to an historian studying the dissolution of the monasteries
	<b>Next Steps</b>	Year 7: Silk Roads – was there a 'global golden age'?	Year 7: Medieval Kings – how did other medieval Kings deal with challenges to their power?	Year 7: Centuries of Change – how did England develop based on these interactions?	Year 7: Reformation – how did Europe and England experience a social and cultural revolution following the evolutions of the 11 <sup>th</sup> to 15 <sup>th</sup> centuries?	Year 7: Reformation – how did Kings challenge the power of the Church?	Year 8: Elizabethan England – what were the consequences of the Reformation on English society in the longer term?



# History Curriculum Map

Year 8	<b>Unit</b>	<b>Elizabethan England – was it's a 'Golden Age'?</b>	<b>The English Revolutions – how was power challenged in the 17<sup>th</sup> century?</b>	<b>The Slave Trade – how was 'truth' spoken to power?</b>	<b>Britain and the Age of Empire – a golden age?</b>	<b>The Industrial Revolution – how did technology drive social, political and economic change?</b>	<b>WW1 – how did war act as a catalyst for social, economic, political and scientific change?</b>
	<b>Key Concepts</b>	Golden Ages – what makes a good society? Is justice served in ... Is poverty reduced in ... Is ignorance reduced in ... Is safety ensured in ... ... 16 <sup>th</sup> century England?	Fight the Power – how has the balance of power shifted in society?  By asking 'What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?' We will consider how far power shifted between King and Parliament, 1603-89?	Fight the Power – how has the balance of power shifted in society?  By asking 'What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?' We will consider why power shifted away from slave owners, 1600-1834?	Golden Ages – what makes a good society? Is justice served in ... Is poverty reduced in ... Is ignorance reduced in ... Is safety ensured in ... ... the British Empire between 1600-1900?	Centuries of Change – why do the societies we live in change?  How did political structures ... Economic conditions ... Technological change ... Cultural factors .... ... lead to Britain becoming the first Industrial nation?	Centuries of Change – why do the societies we live in change?  How did political structures ... Economic conditions ... Technological change ... Cultural factors .... ... change as a result of total war, 1914-18?
	<b>Prior Learning</b>	<b>Year 7: Reformation</b> Differences between protestant and catholic Religious and political conflict resulting from the schism.	<b>Year 7: Medieval Kings</b> Changing levels of power of the king during the Medieval Period. Introduction of Civil Rights and role of Parliament. However, King still mostly in charge	<b>Year 8: Revolutions</b> Ways in which power is challenged, how factors like economic change result in political change; the impact of religion on wider societal norms	<b>Year 8: Slave Trade</b> The position of the British Isles as a trading nation, its origins in the American continent.	<b>Year 8: Revolutions, Slave Trade, Empire</b> Britain's growing Empire as source of import and export opportunities. The growing humanitarianism in UK public life Existing moves towards 'English liberty'	<b>Year 8: Slave Trade</b> Imperialism and the competition for resources.  <b>Year 8: Industrial Revolution</b> Economic growth as a driver for national competition.
	<b>Key Knowledge</b>	<b>Substantive</b> How did Elizabeth try to solve the problem of religion? How did Elizabeth deal with the problem of rebellion? How did Elizabeth deal with the problem of invasion? How did Elizabeth deal with the problem of crime and poverty?  <b>Disciplinary</b>  AO1 – Accurate use of factual knowledge AO2 – Cause and consequence  Explain how well Elizabeth dealt with religious problems – settlement vs rebellion  Explain how well Elizabeth's government created a Golden Age in England – poverty vs security	<b>Substantive</b> What threat did the monarchy face in 1605? How did Charles I foment civil war by 1641? What happened when England had no King? How did Parliament control the monarch when they returned?  <b>Disciplinary</b>  AO2 – Change and continuity AO4 – Use of primary sources  How useful is source x to an historian studying the causes of the Civil War  How useful is source x to an historian studying the impact glorious revolution	<b>Substantive</b> Why did Britain become the biggest slave trader? How did slave economies work? How did enslaved people respond to captivity? How was slavery abolished?  <b>Disciplinary</b>  AO2 – Significance AO4 – Use of primary sources  How useful is source x to an historian studying the middle passage  How useful is source y to an historian studying the middle passage	<b>Substantive</b> Why did Britain build an Empire? How did the Empire grow in India? How did the Empire grow in Africa? What was the impact of British rule in its colonies?  <b>Disciplinary</b>  AO1 – Accurate use of factual knowledge AO2 – Cause and consequence  Explain the impact of the British Empire on British People & Africans by 1800.  Explain if the British Empire brought a 'Golden Age' to the globe.	<b>Substantive</b> What was the Industrial Revolution? Why did it happen in Britain? How did the Industrial revolution affect people in Britain?  <b>Disciplinary</b>  AO2 – Change and continuity AO3 – Use of historical interpretations  Explain why interpretation y is convincing about the industrial revolution as a time of progress  Explain why interpretation y is convincing about the industrial revolution as a time of regression	<b>Substantive</b> Why did war break out in 1914? What happened between 1914 and 1918? How did war revolutionise the world? How did war change technology? How did war impact medicine? How did war change class relationships? How did war change everyday life?  <b>Disciplinary</b>  AO2 – Significance AO3 – Use of historical interpretations  Explain why interpretation y is convincing about the causes of ww1  Explain why interpretations a and b are convincing about the Battle of the Somme
	<b>Next Steps</b>	Year 8: Empire – how did Britain help spread its 'gilded age' on a global scale?	Year 8 The Industrial Revolution – how was political revolution succeeded by scientific and technological revolution?	Year 9: Genocides – how have weak/strong relationships continued to define the treatment of certain groups in History?	Year 8: Industrial Revolution – how did Empire fuel colossal economic and social change in Britain?	Year 9: Reform! Alongside the social and economic change of this era, how did political rights increase?	Year 9: Dictators – how did the modernising and liberalising tendencies of this period become subsumed in a cult of strong man rule?



# History Curriculum Map

Year 9	Unit	<b>Reform! Was power transferred to working people and their families? 1815-1928</b>	<b>Dictators – did Europe fall under the spell of the ‘strongman’?</b>	<b>Genocides – did we learn anything when we said ‘never again’?</b>	<b>Events of WW2 – how did the allies go from defeat to victory?</b>	<b>Britain since the Second World War – the rise and fall of the British nation?</b>	<b>USA in the Roaring Twenties – a golden age for all?</b>
	Key Concepts	Fight the Power – how has the balance of power shifted in society?  By asking ‘What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?’ We will consider how far power shifted away from the aristocracy, 1815-1928?	Fight the Power – how has the balance of power shifted in society?  By asking ‘What power do you have? Where did you get it? In whose interests do you use it? How do we get rid of you?’ We will consider why power shifted back to autocrats around the world in the 20 <sup>th</sup> C	Centuries of Change – why do the societies we live in change?  How did political structures ... Economic conditions ... Technological change ... Cultural factors .... ... lead to crimes against humanity in the 1930s and 1940s?	Centuries of Change – why do the societies we live in change?  How did political structures ... Economic conditions ... Technological change ... Cultural factors .... ... lead to allied victory in WW2	Golden Ages – what makes a good society?  Is justice served in ... Is poverty reduced in ... Is ignorance reduced in ... Is safety ensured in ... ... Britain since 1945?	Golden Ages – what makes a good society?  Is justice served in ... Is poverty reduced in ... Is ignorance reduced in ... Is safety ensured in ... ... the USA during the 1920s?
	Prior Learning	<b>Year 8: English Revolutions</b> How power has devolved from the Crown to parliament and the alternative arguments in the 17 <sup>th</sup> C for further devolution	<b>Year 9: Reform!</b> How democracy grew in one European nation in the 19 <sup>th</sup> century and the contrast with the spread of dictatorship in the 20 <sup>th</sup>	<b>Year 9: Dictators</b> Nature of Hitler’s rule in Germany. The power of single party states to dehumanise their people	<b>Year 9: Dictators</b> What were the features of the dictatorships that either set them up to fall or succeed?	<b>Year 9: Reform!</b> Process by which change is embedded and maintained to the detriment/advantage of specified groups Comparing resistance in different contexts.	<b>Year 9: Britain since WW2</b> How was a ‘good society’ built? What were the drawbacks to this?
	Key Knowledge	<b>Substantive</b> What rights did people have by the 19th century? How were rights extended to different groups by 1928? How did people increase their rights?  <b>Disciplinary</b> AO2 – Change and continuity AO4 – Use of primary sources  How useful is source x to an historian studying the success of protests in achieving reform in the period 1815-29  How useful is source x to an historian studying the success of protests in achieving reform in the period 1815-48	<b>Substantive</b> Who were the ‘Great Dictators’ of the twentieth century? Why did they end up with so much power? How did they affect everyday life in their countries?  <b>Disciplinary</b> AO2 – Cause and consequence AO4 – Use of primary sources  How useful is source x to an historian studying Stalin’s Dictatorship  How useful is source x to an historian studying Nazi control of Germany	<b>Substantive</b> What are the long term causes of Jewish persecution in Europe? How did the Nazis begin a slow, ‘under the radar’ persecution? How and why did things escalate from 1938? What was the final solution?  <b>Disciplinary</b> AO1 – Accurate use of factual knowledge AO2 – Cause and consequence  Explain why interpretation y is convincing about Jewish persecution by 1941.  Explain why interpretation y is convincing about the worse aspect of the Holocaust	<b>Substantive</b> Why did war break out in 1939? What made Germany and Japan so successful, 1939-42? What enabled the allies to win by 1945?  <b>Disciplinary</b> AO1 – Accurate use of factual knowledge AO2 – Significance  Explain why interpretation y is convincing about the position of Britain by 1941  Explain why interpretation y and z are convincing about the allies won the war.	<b>Substantive</b> What problems did Britain face in 1945? How did the post war consensus solve some problems and create others? How did Thatcherism solve the problems of 1979 but create new ones?  <b>Disciplinary</b> AO1 – Accurate use of factual knowledge AO2 – Change and continuity AO3 – Use of historical interpretations  By the end of the 1950s Britain had recovered from the damage of WW2 – HFDYA?  Britain was a fairer and more equal country by 1991. HFDYA? Bullet points of jobs and individual rights	<b>Substantive</b> The development of the assembly line The growth of the flapper age The experience of African Americans Rural vs Urban experience  <b>Disciplinary</b> AO1 – Accurate use of factual knowledge AO2 – Cause and consequence AO3 – Use of historical interpretations  How convincing is interpretation x for studying the reasons for the boom years of the 1920s?  How convincing is interpretation y for studying the effects of the boom on women?
	Next Steps	Year 9 – Dictators – how the liberal democratic dream of the 19 <sup>th</sup> century came crashing down	Year 9: Genocides – how did one man rule and racial extermination correlate?	Year 9: Britain – how did Britain try and be a ‘better society’ after ww2?	Year 9: Genocides – how did one man rule and racial extermination correlate?	Year 9: What was a comparable society like in the USA?	Year 10: USA in the depression – what happened when the boom ended?



# History Curriculum Map

Year 10	Unit	USA – 1920s	USA – 1930s	USA 1950s and 1960s	International Relations- the Cold War – origins, 1945-53.	International Relations- the Cold War – peaceful coexistence, 1953-60	International Relations- the Cold War – crises and détente, 1960-73	Medicine through Time – Medieval medicine	
	Key Concepts	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion
	Prior Learnin	<b>Year 9: Britain</b> Causes of economic growth and decline Social and cultural impacts of economic change	<b>Year 9: Britain</b> Causes of economic growth and decline Social and cultural impacts of economic change	<b>Year 9: Britain</b> Causes of economic growth and decline Social and cultural impacts of economic change	<b>Year 9: Causes of WW2</b> Reasons for conflict between nations; factors that influence whether conflict breaks out or not	<b>Year 9: Causes of WW2</b> Reasons for conflict between nations; factors that influence whether conflict breaks out or not	<b>Year 9: Causes of WW2</b> Reasons for conflict between nations; factors that influence whether conflict breaks out or not	<b>Year 7 – Centuries of Change</b> Nature of medieval society, reasons for progress and stagnation; influences upon belief	
	Key Knowledge	<b>Substantive</b> The Boom Motor industry and mass production Cultural change – flappers Immigration  <b>Disciplinary</b> Interpretations Causation Consequence Significance	<b>Substantive</b> The Crash of 1929 Hoovers response Election of FDR New Deal Impact of the coming of war  <b>Disciplinary</b> Interpretations Causation Consequence Significance	<b>Substantive</b> The impact of war on US society Racism and the fight for Civil Rights Feminism and the ERA  <b>Disciplinary</b> Interpretations Causation Consequence Significance	<b>Substantive</b> The origins of the Cold War and arms race Soviet expansion and US response Berlin Crisis Formation of military alliances Death of Stalin  <b>Disciplinary</b> Source analysis Writing accounts Evaluation of interpretations	<b>Substantive</b> The process of destalinisation Hungarian uprising Summits Arms race U2 crisis Causes of second Berlin crisis  <b>Disciplinary</b> Source analysis Writing accounts Evaluation of interpretations	<b>Substantive</b> The second Berlin crisis – the Wall Cuban crisis Origins of détente Prague Spring  <b>Disciplinary</b> Source analysis Writing accounts Evaluation of interpretations	<b>Substantive</b> Supernatural and natural approaches Christianity and Islam Hospitals and practitioners Surgery Public Health  <b>Disciplinary</b> Source analysis Significance Similarity/difference Evaluation of a named factor	
	Next Steps	Year 10: Bolsheviks in Power	Year 10: Stalin’s Dictatorship	Year 10: Cold War origins	Year 10: Cold War Crises	Year 10: Cold War – how does it end?	Year 13: Germany, domestic affairs, 1949-91	Year 11: Medicine – treatment and prevention	



# History Curriculum Map

Year 11

Unit	Medicine through Time – Renaissance and early industrial medicine	Medicine through Time – Industrial medicine	Medicine through Time – Modern medicine	Normans – conquest and consolidation	Life in Norman England
Key Concepts	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion	Politics Economics Social Cultural Sci-Tech Religion
Prior Learning	Year 8. Elizabethan England and Centuries of Change Nature of social change in 16 <sup>th</sup> – 18 <sup>th</sup> century Britain. Similarities and differences with the medieval world	Year 8. Industrial Revolution Extent of change and reasons for rapid technological progress. Consequences of this change and responses	Year 9. Modern Britain Nature of British society in the 20 <sup>th</sup> century. Reasons for universal provision of healthcare	Y7. Normans Challengers, basic changes brought y the Normans	Y7. Normans Challengers, basic changes brought y the Normans
Key Knowledge	<p><b>Substantive</b> Supernatural and natural approaches Humanism and the scientific method Change and continuity with medieval era Hospitals and practitioners Surgery Public Health</p> <p><b>Disciplinary</b> Source analysis Significance Similarity/difference Evaluation of a named factor</p>	<p><b>Substantive</b> Scientific Revolution Change and continuity with renaissance era Hospitals and practitioners Surgery Public Health</p> <p><b>Disciplinary</b> Source analysis Significance Similarity/difference Evaluation of a named factor</p>	<p><b>Substantive</b> Mass production and role of government Change and continuity with industrial era Hospitals and practitioners Surgery Public Health</p> <p><b>Disciplinary</b> Source analysis Significance Similarity/difference Evaluation of a named factor</p>	<p><b>Substantive</b> Succession crisis Wars of 1066 William’s consolidation of power Rebellions Succession crisis II</p> <p><b>Disciplinary</b> Interpretations Significance Narrative accounts Evaluation of a named factor</p>	<p><b>Substantive</b> Church reform Domesday survey Defenestration of the English ruling class Town and village life Education</p> <p><b>Disciplinary</b> Interpretations Significance Narrative accounts Evaluation of a named factor</p>
Next Steps	Year 10: Cold War Crises	Year 10: Cold War – how does it end?	Year 13: Germany, domestic affairs, 1949-91	Year 11: Medicine – treatment and prevention	



# History Curriculum Map

Year 12	<b>Unit</b>	Henry II and the Restoration of Royal Authority, 1154–1166	Germany under the Kaiserreich	Angevins – challenges to the Authority of Henry II	Germany under the Weimar Republic	Henry II and the struggle for Royal Authority, 1174–1189	NEA
	<b>Key Concepts</b>	Role of individuals War Political change	Role of Individuals War Difference Political change Social change Economic change Religious change Influence of Science/Technological change	Role of individuals War Political change	Role of Individuals War Difference Political change Social change Economic change Religious change Influence of Science/Technological change	Role of individuals War Political change	War Difference Influence of Science/Technological change Role of individuals Political change Economic change Social change Religious change
	<b>Prior Learning</b>	<b>Year 11: Anglo-Saxon and Norman England</b> Organisation of Church and state.	<b>Year 8: Causes of the First World War</b> International ambitions and actions of the German Empire	<b>Year 12: Henry II and the crisis of Royal Authority, 1166–1174</b> Rebellion in the Church and amongst the Royal Family	<b>Year 12: The Kaiserreich</b> Failures of the Kaiser's government and consequences of the collapse of the Empire in 1918	<b>Year 12: Henry II and the struggle for Royal Authority, 1174-1189</b> Reconciliation with papacy and royal family; struggle for territory in France.	<b>ALL KS3,4,5 – students can have a free choice of topic</b>
	<b>Key Knowledge</b>	<b>Substantive</b> The political, economic and social condition of England in 1154; the character and aims of Henry II; the strengths and weaknesses of Henry II's position at his accession The restoration of royal authority under Henry II: the barons; royal finance; justice and the law The place of religion in society: the political role of the Church; ecclesiastical courts; the importance of the Church in finance and the economy Henry II and England's overseas territories; the lordship of Ireland; Normandy, Gascony and Aquitaine; relations with France  <b>Disciplinary</b> The nature of source evaluation in History. The use of sources for the identification of information and inference for deeper meaning and significance. The application of knowledge about context, provenance and tone to identify the value and limits of contemporary chroniclers to historians.	<b>Substantive</b> The formation of the Empire under Bismarck's leadership in wars against Austria, Denmark and France. The relationship between Bismarck and Wilhelm I Economic growth in Germany, 1870-1914 Social division and development, 1870-1914. Kulturkampf and divisions withi Germant Anti-socialism and the failure to quell left wing growth The departure of Bismarck Caprivi and the 'new course' Hohenlohe and Wilhelm II 'place in the sun' policy Von Bulow and German aggression abroad Bethmann Hollweg and the coming of the First World War  <b>Disciplinary</b> The nature of evaluating historical interpretations. The application of wider contextual knowledge to judge convincingness. The evaluation of historical interpretations	<b>Substantive</b> The conflict between Church and State: Thomas Becket and the crisis of 1170; the clash between Henry II and the Papacy Henry II and Ireland: the invasions of 1169 and 1171; relations with the Irish nobility The origins of the Great Rebellion: dynastic instability and Henry II's relations with the three rebellious sons, Eleanor of Aquitaine and their supporters; the role of Louis VII of France The course of the Great Rebellion: political instability; the barons; William I of Scotland; the re-establishment of Henry II's rule  <b>Disciplinary</b> The nature of source evaluation in History. The use of sources for the identification of information and inference for deeper meaning and significance. The application of knowledge about context, provenance and tone to identify the value and limits of contemporary chroniclers to historians.	<b>Substantive</b> The impact of war, 1915-17 The revolutions from above and below, October and November 1918 The formation of the Weimar republic Political uprisings from right and left, 1919-20 The immediate impact of the armistice and Treaty of Versailles The triple crisis of 1923 The recovery under Stresemann The recovery of Germany's international reputation, 1924-9 Social revolution, 1919-29 The instability of the Weimar constitutional settlement  <b>Disciplinary</b> The nature of evaluating historical interpretations. The application of wider contextual knowledge to judge convincingness. The evaluation of historical interpretations	<b>Substantive</b> Attempts to consolidate royal authority after the Great Rebellion: court and family tensions; the barons; the royal finances; justice and the law Relations between Church and State: Henry II and his bishops; reconciliation with the Papacy Social and economic developments: towns and trade, the social condition of England by 1189 England's overseas territories: developments in Ireland after the 1175 Treaty of Windsor; the dynastic ambitions of Henry's sons; relations with Philip II of France; Henry's final military campaign; the death of the King  <b>Disciplinary</b> The nature of source evaluation in History. The use of sources for the identification of information and inference for deeper meaning and significance. The application of knowledge about context, provenance and tone to identify the value and limits of contemporary chroniclers to historians.	<b>Substantive</b> Depends on topic chosen  <b>Disciplinary</b> Communication, second order concepts Source analysis Dealing with interpretations
	<b>Next Steps</b>	Henry II and the crisis of Royal Authority, 1166–1174	Germany under the Weimar republic	Henry II and the struggle for Royal Authority, 1174-1189	The Nazi Experiment, 1929-45	Richard I	None



# History Curriculum Map

Year 13	<b>Unit</b>	Angevins - Richard I, 1189-1199	Dictatorship and occupation, Germany, 1929-49	Angevins - John, 1199-1216	Post war Germany, 1949-91
	<b>Key Concepts</b>	Role of individuals War Political change	Role of Individuals War Difference Political change Social change Economic change Religious change Influence of Science/Technological change	Role of individuals War Political change	Role of Individuals War Difference Political change Social change Economic change Religious change Influence of Science/Technological change
	<b>Prior Learning</b>	<b>Year 12: Richard I</b> Reign of Henry II; nature of military feudalism & Angevin family relations; relationship with overlord – Kings of France	<b>Year 12: Weimar Germany</b>	<b>Year 12: John</b> inheritance; nature of military feudalism; role of character in kingship; Crown-Church relations; border relations; loss of Normandy; present kingship; Crown-Church relations; border relations	<b>Year 13: Nazi Germany</b>
	<b>Key Knowledge</b>	<p><b>Substantive</b> The character and aims of King Richard: attitudes towards religion and the Church; his involvement in the Third Crusade England without Richard: the absentee king; royal authority under the rule of William Longchamp, Hugh de Puiset and Walter de Coutances; the ambitions of Prince John and the later government under Hubert Walter Relations with France and the conflict between Richard and Philip II; rivalries following the Third Crusade; war from 1194; the truce of 1199 Social and economic developments: towns and trade; persecution of Jews; the social condition of England by 1199</p> <p><b>Disciplinary</b> The nature of source evaluation in History. The use of sources for the identification of information and inference for deeper meaning and significance. The application of knowledge about context, provenance and tone to identify the value and limits of contemporary chroniclers to historians.</p>	<p><b>Substantive</b> The crisis of Weimar Democracy following the crash of 1929. The role of the German right in elevating Hitler towards the Chancellorship The importance of the 1923 crisis in shaping responses to the crisis of 1929-32 How Hitler takes full control of the German state, 1933-4 Nazi statecraft Nazi economic, social and cultural policy Nazi Terror state Opposition to the Nazis before 1939 The impact of war on the German economy The collapse of Nazi Germany including opposition to the regime Occupation The formation of the GDR and FDR The divergence of east and west Germany by 1949</p> <p><b>Disciplinary</b> The nature of evaluating historical interpretations. The application of wider contextual knowledge to judge convincingness. The evaluation of historical interpretations</p>	<p><b>Substantive</b> King John, 1199–1214 Royal government under King John: the character and aims of the King; his relations with the barons; the royal finances; justice and the law Relations with the Church: Hubert Walter as Archbishop of Canterbury; the dispute with the Papacy; the interdict of 1208 The loss of Normandy and war with France: the defeats of 1202–1204 and the long campaigns to regain Normandy Scotland, Ireland and Wales: relations with William of Scotland and the invasion of 1209; John’s rule in Ireland and the invasion of 1210; attempts to pacify Wales Defeat in the war with France: failure of John’s final campaign to regain Normandy; the Battle of Bouvines; the unfavourable peace with Philip II Relations between King John and the barons: Robert Fitzwalter and the ‘Army of God’; negotiations leading to Magna Carta The First Barons War: baronial unrest and the outbreak of the war; John’s military campaigns; the death of the King King John’s legacy: the problem of the succession and role of William Marshal as Protector; the political, economic and social condition of England by 1216</p> <p><b>Disciplinary</b> The nature of source evaluation in History. The use of sources for the identification of information and inference for deeper meaning and significance. The application of knowledge about context, provenance and tone to identify the value and limits of contemporary chroniclers to historians.</p>	<p><b>Substantive</b> The establishment of democracy in West Germany under Adenauer The nature of Adenauer’s chancellorship The rate of economic growth in the 1950s Social and cultural responses to the Nazi period The collapse of the 1950s consensus The rise of the SDP Relations with East Germany Economic crises of the 1960s and 1970s Terrorism and the rise of extra parliamentary opposition The role of Helmut Kohl in rehasping the FDR in the 1980s Relations with East Germany up to the end of the Cold War Reunification</p> <p><b>Disciplinary</b> The nature of evaluating historical interpretations. The application of wider contextual knowledge to judge convincingness. The evaluation of historical interpretations</p>
	<b>Next Steps</b>	Year 13: King John, 1199–1214			Year 13: Role of baronage in Magna Carta