

Subject: Year 7 History

Year 7 Curriculum Intent:

The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people's lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. In Year 7 students develop their chronological understanding of British history from before 1066 by studying the rise of the Roman Empire and the impact of the Romans on Britain and then move on to a study of the Anglo Saxons in England. Pupils then consolidate their knowledge of the features of power by studying the development of the Church, state and society from Norman to Tudor England, looking at a variety of monarchs and their reigns.

	Scheme 1: Ancient History: The Romans	Scheme 2: Anglo Saxon England and the Norman conquest	Scheme 3: Medieval monarchs and power	Scheme 4: Medieval life	Scheme 5: The Tudors
Acquire	<ul style="list-style-type: none">• How Ancient Rome was governed and how this changed over time• How the Romans expanded and maintained their Empire• British experience of the Roman Empire- conquest, protest and local	<ul style="list-style-type: none">• The role of Anglo Saxon kings and the structure and hierarchy of Anglo Saxon England• What discoveries made at Sutton Hoo in the 20th century tell us about Anglo Saxon England• Why there was a contest for the English throne in 1066 and who the contenders were• Why William of Normandy won the Battle of Hastings• How the Normans consolidated their control over England	<ul style="list-style-type: none">• The relationship between the Church and medieval monarchs• Conflict between monarchs and the barons• Conflict between monarchs and the peasants	<ul style="list-style-type: none">• Life in Medieval Manchester (local)• The rise of Islam and the significance of Baghdad• The importance of the Silk Road to medieval Europe and Asia• The causes and impact of the Black Death	<ul style="list-style-type: none">• Conflict between the Church and monarchs in Tudor England• The impact of the English Reformation on Tudor monarchs and the lives of English people• Challenges facing Tudor monarchs• The lives and experience of Black Tudors in England

Apply	<ul style="list-style-type: none"> • Chronological sequencing • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Use sources and academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity and cause and effect • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Use sources such as the Bayeux tapestry to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity and cause and effect • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Identify consequences of historical events and apply accurate/relevant historical evidence to explain the impact • Use sources and academic texts to retrieve information relevant to the enquiry • Analyse interpretations using contextual knowledge to explain differences in view 	<ul style="list-style-type: none"> • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Identify consequences of historical events and apply accurate/relevant historical evidence to explain the impact • Use sources and academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> • Sequence events chronologically to confirm understanding of change and continuity and cause and effect • Identify appropriate causation factors and apply accurate/relevant historical evidence to explain • Identify consequences of historical events and apply accurate/relevant historical evidence to explain the impact • Use sources and academic texts to retrieve information relevant to the enquiry • Analyse interpretations using contextual knowledge to explain differences in view
Vocabulary	Monarchy, Republic, Empire, Senate, Assassinate, Dictator, Colony	Witan, Wessex, Vikings, Barons, Domesday Book, Feudal System, Harrying of the North, Motte & Bailey, Defensive, Cavalry, Peasant, Bayeux Tapestry	Archbishop, Devout, Sheriff, Excommunicate, Civil War, Magna Carta, Poll Tax, Rebellion	Pilgrimage, Holy Land, Nomadic, Conversion, Epidemic, Bubonic, Pneumonic, Miasma	Catholic, Protestant, Tithe, Reformation, Annulment, Act of Supremacy, Heretic, Armada, Dissolution

Assessment	Milestone 1: Causation question based on early Roman study. Knowledge Retrieval	Milestone 2: Assessment based on Romans and Anglo Saxons Written questions- causation. 15 knowledge retrieval questions Milestone 3: Extended written answer focused on the Norman conquest	Milestone 4: Extended written answer (source based) on specific scheme 3 enquiry	Milestone 5: End of Year assessment based on all prior Y7 units of study. Written questions- causation and source analysis. 20 knowledge retrieval questions.	Milestone 6: Application of knowledge on key theme of power to concept map
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Subject: Year 8 History

The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people's lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. In Year 8 students continue to deepen their understanding of the features of power. Pupils begin by looking at challenges faced by Stuart monarchs and the increasing power of parliament. Pupils then look at the changing world in the modern period, focusing on issues of industrialisation, representation, slavery and empire. Pupils can then apply this understanding to the long-term factors that led to WW1 and a study of the key events and features of the war.

	Scheme 1: The Stuarts	Scheme 2: The Industrial Revolution and the fight for the vote	Scheme 3: The Transatlantic Slave Trade	Scheme 4: The British Empire	Scheme 5: WW1
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Acquire	<ul style="list-style-type: none"> Challenges faced by Stuart monarchs-Parliament, Church, protest, economic England as a monarchy and as a Republic Increasing power of Parliament over time 	<ul style="list-style-type: none"> Factors that led to the Industrial Revolution Changes to people's way of work and living Local study: living conditions, machines, transport with a Manchester focus Problems with democracy and the fight for male suffrage in the 1800s The women's suffrage movement in the late 19th and early 20th century 	<ul style="list-style-type: none"> Medieval African kingdoms with a focus on Mansa Musa and Mali. How the Transatlantic slave trade operated The experiences of enslaved peoples The abolitionist movement and reasons why the slave trade ended in 1807 and was abolished across the empire by 1833. 	<ul style="list-style-type: none"> How Britain gained an empire and why this benefited the government of the time The discovery of New Zealand and treatment of the Maori Transportation and the colonisation of Australia The Scramble for Africa The Opium trade and colonisation of Hong Kong British rule in India 	<ul style="list-style-type: none"> Long and short term factors leading to the declaration of war How the war was fought How the state increased its power and the effect this had on the war effort The events and impact of the battle of the Somme The contributions of the Commonwealth to the war effort Why the war ended
Apply	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity of who held power and what factors affected this Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully 	<ul style="list-style-type: none"> Describe key features of the time period to be able explain change and continuity across the period of industrialisation Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity and cause and effect Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully Use sources/ academic texts to retrieve information relevant to the enquiry Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view 	<ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources/ academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> Sequence events chronologically to confirm understanding of change and continuity and cause and effect Identify appropriate long term and short term causation factors and apply accurate/ relevant historical evidence to explain fully identify consequences of historical events and apply accurate/ relevant historical

	<ul style="list-style-type: none"> Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources to retrieve information relevant to the enquiry Analyse interpretations using contextual knowledge to explain differences in view 	<ul style="list-style-type: none"> Identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources and academic texts to retrieve information relevant to the enquiry Analyse interpretations using knowledge of the time in which it was produced to understand and explain differences in view 		<ul style="list-style-type: none"> Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view 	<p>evidence to explain the impact</p> <ul style="list-style-type: none"> Use sources/ academic texts to retrieve information relevant to the enquiry Analyse interpretations of an event using knowledge of the time in which it was produced to understand differences in view
Vocabulary	Divine Right of Kings, Ship Tax, Personal Rule, Lord Protector, Restoration, The Declaration of Breda, The Glorious Revolution, The Bill of Rights	Industrial, Slum, Sanitation, Cholera, Canal, Toll, Luddite, Suffrage, Chartism,	Transatlantic, Middle Passage, Abolitionists, Emancipation	Indigenous, Transportation, Annex, Commerce, East India Company,	Imperialism, Alliances, Militarism, Nationalism, Trench, DORA, Conscription, Propaganda, Censorship, The Somme,
Assessment	Milestone 1: Assessment-causation and evaluation written	Milestone 2: Extended written answer on the early	Milestone 4: Extended written answer (source based) on specific scheme 3 enquiry	Milestone 5: End of Year assessment based on all prior Y8 units of study. Written questions-	Milestone 6: Application of knowledge on key theme of power in a time period of

	questions based on Stuart module. Knowledge Retrieval section.	Industrial Revolution. Source based Milestone 3: Assessment based on Scheme 2 (Industrialisation and fight for the vote). 15 knowledge retrieval questions.		causation and source analysis. 20 knowledge retrieval questions.	industrialisation, imperialism and protest to concept map
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Subject: Year 9 History

Year 9 Curriculum Intent:

The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people's lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. Pupils begin Year 9 by applying their knowledge of the Industrial Revolution to a study of why Jack the Ripper's crimes remain unsolved. Pupils then begin to consider the international political climate following WW1 and study how countries gain and use their power in the aftermath of this, leading directly to WW2. Pupils will look at how at the end of WW2 the tension between the post war superpowers, the USA and USSR, leads to an ideological split between the capitalist west and the communist east, known as the Cold War and how this escalates. Pupils will finally study changes to Britain and its empire in the aftermath of WW2 and consider the long-term implications for this.

	Scheme 1: Jack the Ripper	Scheme 2: How far did WW1 lead to WW2?	Scheme 3: The Rise of Extremism	Scheme 4: The Cold War	Scheme 5:
Acquire	<ul style="list-style-type: none"> Context of Whitechapel in the 1800s Profile of the victims and suspects Problems of evidence-letters and the media 	<ul style="list-style-type: none"> How the Treaty of Versailles punished Germany Why the League of Nations failed to maintain world peace 	<ul style="list-style-type: none"> Political and economic climate that led to an increase in power of dictators- Stalin in the USSR and Mussolini in Italy 	<ul style="list-style-type: none"> Opposing ideologies of the USA and the USSR Increasing tensions between the 	<ul style="list-style-type: none"> The establishment of a welfare state How and why India was partitioned and

	<ul style="list-style-type: none"> Challenges of the Met Police in the context of the time period 	<ul style="list-style-type: none"> The escalation of Hitler's foreign policy How and why appeasement failed 	<ul style="list-style-type: none"> Problems facing the Weimar government in Germany in the 1920s How Hitler was able to become Chancellor of Germany in 1933 Why Hitler was able to gain total power in Germany by 1934 and how he maintained a totalitarian state The Holocaust 	<p>Big Three at the Yalta conference</p> <ul style="list-style-type: none"> The aggressive actions of the USSR in the early Cold War The interventionist actions of the USA in the early Cold War Escalating tensions between Kennedy and Khrushchev in Berlin and Cuba Why the USA intervened and then withdrew from the Vietnamese conflict 	<p>the consequences</p> <ul style="list-style-type: none"> Migration to Britain from former citizens of the British Empire The Windrush scandal Changes in the law for LGBTQ+ citizens
Apply	<ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain Use sources/ academic texts to retrieve information relevant to the enquiry 	<ul style="list-style-type: none"> Sequence events chronologically to understand the escalation of international events Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of historical events and apply accurate/ 	<ul style="list-style-type: none"> Sequence events chronologically to understand how the Nazis increased their power over time Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain Use academic texts to retrieve information relevant to the enquiry identify consequences of historical events and apply 	<ul style="list-style-type: none"> Sequence events chronologically to understand escalating tensions and conflicts Identify appropriate causation factors and apply accurate/ relevant historical 	<ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of historical events and apply accurate/ relevant historical

		<p>relevant historical evidence to explain the impact</p> <ul style="list-style-type: none"> Analyse interpretations of key events using knowledge of the time to understand differences in view 	<p>accurate/ relevant historical evidence to explain the impact</p>	<p>evidence to explain</p> <ul style="list-style-type: none"> identify consequences of Cold War actions and apply accurate/ relevant historical evidence to explain the impact Use academic texts to retrieve information relevant to the enquiry Analyse interpretations of significant events in the Cold War using knowledge of the time to understand differences in view 	<p>evidence to explain the impact</p> <ul style="list-style-type: none"> Use sources and academic texts to retrieve information relevant to the enquiry
Vocabulary	Whitechapel, Smog, Autopsy, Post-mortem, Coroner, Metropolitan Police	Treaty of Versailles, Reparations, Rhineland, War Guilt Clause, Demilitarisation, Sanctions, Remilitarisation, Anschluss, Sudetenland, Appeasement	Hyperinflation, Putsch, Great Depression, Totalitarianism, Fascism, Reichstag, Anti Semitism, Indoctrination, Dehumanisation, Genocide	Communism, Capitalism, Containment, Blockade, Nationalisation, Exiles, Guerilla Warfare, Vietnamisation	Welfare, Windrush, Partition, Migration
Assessment	Milestone 1: Jack the Ripper focused, extended	Milestone 2: Assessment based on post WW1	Milestone 4: Assessment focused on Hitler's rise to power	Milestone 5: Essay style written	Milestone 6: End of Year assessment

	writing essay style question. Knowledge retrieval questions	world. Causation focus written questions. 20 Knowledge retrieval questions Milestone 3: Essay style written answer focused on escalation towards WW2.	in Germany. Causation focused written questions. 20 knowledge retrieval questions.	answer with Cold War focus	based on all prior Y9 units of study. Written questions- causation and source analysis. 20 knowledge retrieval questions.
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