

St Mark's All-Through Curriculum Map for History (KS1 – 3)

	Autumn		Spring		Summer
EYFS	Year R History Foundations (Past and Present) - Children are encouraged to remember and talk about significant events in their own experience to gain greater understanding of 'now' and what came before. - Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.				
	Autumn 1 -Know that there are days of the week that repeat and go in order -The times of day go in order and repeat everyday e.g. morning is before lunchtime.	Autumn 2 Know the past tense of verbs (plan-do-review) -Know before and after as a concept -Can use some ordering language with support e.g. first, next, after that, at the end.	Spring 1 Can use ordering language with increasing independence (with sentence stems) e.g. first, next, after that, at the end.	Spring 2 Notice that things in nature change with time e.g. plants, chicks, tadpoles. Know that living things do not stay the same over time.	Summer Term Consolidation and continuation of all elements.
	Understanding the World: Past and Present Early Learning Goal: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.				
Year 1					
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					
	Autumn Year 1		Spring Year 1		Summer Year 1

<p>Year 1</p>		<p>1.2 Spring 1: Man on the Moon – Neil Armstrong</p> <ul style="list-style-type: none"> -Changes within living memory which reveal aspects of change in national life. -The lives of significant individuals in the past who have contributed to national and international achievements. <p>Chronology</p> <ul style="list-style-type: none"> -Sequence 3 objects/events in chronological order (sequence against The Titanic to recall knowledge of chronology) -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -know who Neil Armstrong and the event of the moon landing. -understand that important events and people are remembered and celebrated in different ways. -Use a range of sources to find out characteristic features of the moon landing -identify objects from the past <p>Interpretation of history</p> <ul style="list-style-type: none"> -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) -Give a plausible explanation about what an object was used for in the past. <p>Historical Enquiry</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <ul style="list-style-type: none"> -sort a wide range of artefacts and sources using 'then' and 'now' -Ask and answer questions related to different sources and objects <p>Organisation and communication</p> <ul style="list-style-type: none"> -shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking, 3D timelines with objects/pictures). 	
----------------------	--	--	--

		<p>1st Order Concept: People 2nd Order Concept: Significance– Why was Neil Armstrong and the moon landing significant?</p> <p>Future Learning Links:</p>	
	<p>1.1 Autumn 2: History of the Titanic</p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally or globally -Significant historical events, people and places in their own locality (Maiden voyage from Southampton). <p>Chronology</p> <ul style="list-style-type: none"> -Recount changes in their own life time since they were born – introduction to the concept of the past. -Sequence 3 objects/events in chronological order -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Tell the difference between past and present in own and other people's lives. -identify objects from the past -Begin to describe similarities and differences between artefacts -use a range of sources to identify characteristic features of the past <p>Interpretation of history</p> <ul style="list-style-type: none"> -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) -Give a plausible explanation about what an object was used for in the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories) -sort a wide range of artefacts and sources using 'then' and 'now' -Ask and answer questions related to different sources and objects <p>Organisation and communication</p>		

	<p>-shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking, 3D timelines with objects/pictures)</p> <p>1st Order Concept: People 2nd Order Concept: Cause and Consequence – Why did the Titanic sink and what happened as a consequence?</p> <p>Future Learning Links:</p>		
Year 2			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
	Autumn Year 2	Spring Year 2	Summer Year 2
Year 2			
	<p style="text-align: center;">2.1 Autumn 2 – The Great Fire of London</p> <p>-events beyond living memory that are significant nationally or globally</p> <p>Chronology</p> <p>-Sequence 5 photos/objects/events in chronological order using a given scale (could compare to Neil Armstrong and Titanic from Year 1 to recall knowledge)</p> <p>-Year 1: Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after</p> <p>-Uses words and phrases such as past and present</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Uses information and artefacts to describe the past and similarities and differences between then and now.</p> <p>-Recount main events from The Great Fire of London.</p>		<p style="text-align: center;">2.2 Summer 2 - Florence Nightingale/ Mary Seacole</p> <p>-Significant historical events, people and places.</p> <p>Chronology</p> <p>-Sequence 5 photos/objects/events in chronological order using a given scale (compare to the Titanic, Neil Armstrong and the Great Fire of London, to recall knowledge)</p> <p>-Year 1: Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after</p> <p>-Uses words and phrases such as past and present</p> <p>-Describe memories of key events in lives of key historical figures.</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Uses information and artefacts to describe the past and similarities and differences between then and now).</p>

<ul style="list-style-type: none"> - use evidence to recount the life of Samuel Pepys and explain why he acted as he did -Develop empathy and understanding through drama <p>Interpretation of history</p> <ul style="list-style-type: none"> -Compare pictures or photographs of people or events in the past. - identify different ways to represent the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> -use a source – why, what, who, how, where to ask questions and find answers -Sequence a collection of artefacts. -Use of timelines. -Discuss the effectiveness of sources. <p>Organisation and Communication</p> <ul style="list-style-type: none"> -describe objects, people and events -Labelled diagrams and photographs to tell others about people/events and objects. <p>1st Order Concept: People</p> <p>2nd Order Concept: Cause and Consequence – Why did the Great Fire spread so quickly and what has changed as a result?</p> <p>Similarities and Differences: How were firefighters different then compared to now?</p> <p>Future Learning Links:</p>		<ul style="list-style-type: none"> -Recount the lives of Florence Nightingale and Mary Seacole and changes through them, using evidence to explain why they acted as they did. -Develop empathy and understanding through drama <p>Interpretation of history</p> <ul style="list-style-type: none"> -Compare pictures or photographs of people or events in the past. - identify different ways to represent the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> -use a source – why, what, who, how, where to ask questions and find answers -Sequence a collection of artefacts. -Use of timelines. -Discuss the effectiveness of sources. <p>Organisation and communication</p> <ul style="list-style-type: none"> -describe objects, people and events -Labelled diagrams and photographs to tell others about people/events and objects. <p>1st Order Concept: People</p> <p>2nd Order Concept: Significance– Why is Florence Nightingale remembered today and what were her greatest achievements?</p> <p>Similarities and Differences: How have hospitals and nurses changed then then to now?</p> <p>Why have we learnt so much about Florence Nightingale and so little about Mary Seacole?</p> <p>Future Learning Links:</p>
--	--	--

Year 3

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

<p>Year 3</p>	<p>3.1 Autumn 1: Changes in Britain from the Stone Age to the Iron Age</p> <p>-knowledge and understanding of British history</p> <p>Chronology</p> <p>-Uses timelines to place events in order – (Compare to KS1 events to recall knowledge; Titanic, Great Fire of London, Florence Nightingale/Mary Seacole).</p> <p>-Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade, ancient.</p> <p>-Use dates related to the passing of time</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Uses evidence to describe the everyday lives of people in the time studied: e.g. houses and settlements, way of life and actions of people.</p> <p>-Uses evidence to find out how any of these may have changed during a time period.</p> <p>-Describes similarities and differences between people, events and objects from the two periods studied</p> <p>-Compare with our life today</p> <p>Interpretation of history</p> <p>-Look at 2 versions of same event and identifies differences in the accounts, evaluating their usefulness - why is the past represented differently?</p> <p>-Recognise the part that archaeologists have in helping us understand more about what happened in the past.</p> <p>Historical Enquiry</p> <p>-Observe small details – artefacts, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask questions such as ‘how did people? What did people do for?’</p> <p>-Use a range of sources to find out about a period.</p> <p>-Select and record information relevant to the study.</p>		
----------------------	--	--	--



	<p>-Begin to use the library, e-learning for research. Organisation and communication -Uses dates and terms with increasing accuracy.</p> <p>1st Order Concept: People, Settlement</p> <p>2nd Order Concept: Continuity and Change– How much did life change for man in the Neolithic era?</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p> <p>Similarities and Differences: What was the same and what was different between the people, events and objects across the three periods? How was life different to today?</p> <p>Future Learning Links:</p>		
			<p>3.2 Summer 2: Ancient Egypt</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a in depth study</p> <p>Chronology</p> <p>-Uses timelines to place events in order – (Compare to KS1 events to recall knowledge; and the stone age and the iron age).</p> <p>-Understands timeline can be divided into BCE and AD. Uses words and phrases: century, decade, ancient.</p> <p>-Use dates related to the passing of time</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Uses evidence to describe the everyday lives of people in the time studied: e.g. houses and settlements, culture and leisure activities, clothes, way of life and actions of people, travel, beliefs and attitudes, differences between lives of rich and poor.</p> <p>-Uses evidence to find out how any of these may have changed during a time period.</p> <p>-Describes similarities and differences between people, events and objects in the period studied</p>

			<p>-Compare with our life today Interpretation of history</p> <p>-Look at 2 versions of same event and identifies differences in the accounts, evaluating their usefulness - why is the past represented differently?</p> <p>-Recognise the part that archaeologists have in helping us understand more about what happened in the past.</p> <p>Historical Enquiry</p> <p>-Observe small details – artefacts, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask questions such as 'how did people? What did people do for?'</p> <p>-Use a range of sources to find out about a period.</p> <p>-Select and record information relevant to the study.</p> <p>-Begin to use the library, e-learning for research.</p> <p>Organisation and communication</p> <p>-Uses dates and terms with increasing accuracy.</p> <p>1st Order Concept: Religion, Civilisation</p> <p>Similarities and Differences: What did Ancient Egypt have in common with other civilisations at the time?</p> <p>Future Learning Links:</p>
Year 4			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 4	<p>4.1 Autumn 1: The Roman Empire and its impact on Britain</p> <p>-Knowledge/Understanding of British History Chronology</p> <p>-Uses timelines to place names and dates of past events and periods in order – (Compare to KS1 events (Titanic, Great Fire of</p>		



	<p>London and Florence Nightingale) and the Stone Age – Iron Age from Year 3).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3).</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Shows knowledge and understanding by describing features of past societies and periods.</p> <p>- Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>-Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>-Describes how some of the past events /people affect life today.</p> <p>-Offer a reasonable explanation for some events - use historical sources as evidence.</p> <p>Interpretation of history</p> <p>-Give reasons why there may be different accounts of history</p> <p>-Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>-Use of textbooks and historical knowledge</p> <p>Historical Enquiry</p> <p>-Understand the difference between primary and secondary sources of evidence.</p> <p>-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask questions and use self-selected sources to answer</p> <p>Organisation and communication</p> <p>-Uses dates and terms, and subject specific vocabulary correctly.</p> <p>-Discusses most appropriate way to present information, realising that it is for an audience.</p>		
--	---	--	--

	<p>1st Order Concept: Power, Empire</p> <p>Continuity and Change: What changed and what stayed the same in Britain during the time of the Roman empire?</p> <p>Significance of events/people: How significant was the Roman empire's impact on Britain?</p> <p>Future Learning Links:</p>		
			<p style="text-align: center;">4.2 Summer 2: Maya Civilisation</p> <p style="text-align: center;">-Non- European society that contrasts with British history</p> <p>Chronology</p> <ul style="list-style-type: none"> -Uses timelines to place names and dates of past events and periods in order – (Compare to KS1 events and Ancient Egypt Year 3 (important to connect the religious similarities and differences) and the stone age and the bronze age). Place in relation to the Roman Empire from the start of the year. -Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3). <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. -Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. -Describes how some of the past events /people affect life today. -Offer a reasonable explanation for some events - use historical sources as evidence. <p>Interpretation of history</p>



			<p>-Give reasons why there may be different accounts of history</p> <p>-Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>-Use of textbooks and historical knowledge</p> <p>Historical Enquiry</p> <p>-Understand the difference between primary and secondary sources of evidence.</p> <p>-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask questions and use self-selected sources to answer</p> <p>Organisation and communication</p> <p>-Uses dates and terms, and subject specific vocabulary correctly.</p> <p>-Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>1st Order Concept: Religion, Civilisation</p> <p>Continuity and Change:</p> <p>Significance of events/people:</p> <p>Future Learning Links:</p>
Year 5			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			

<p>Year 5</p>			
	<p>5.1 Autumn 2: Britain's settlement by Anglo-Saxons and Scots Then... The Viking invasion and Anglo-Saxon struggle for the Kingdom of England</p> <p>-Knowledge/understanding of British History Chronology</p> <p>-Sequences historical periods (using dates)and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt Y3 and the stone age and the bronze age Y4).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period</p> <p>REVIEW</p> <p>-Identify changes and make comparisons within and across historical periods.</p> <p>-Know and sequence key events of the period studied.</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Study different aspects of life of different people - differences between men and women</p> <p>-examine causes and results of great events and the impact on people</p> <p>-identify changes and links within the period studied e.g. early and late times.</p> <p>-compare an aspect of life with the same aspect in another period</p> <p>Interpretation of history</p> <p>-compare events from different sources. Fact or Fiction? Offer some reasons for different versions e.g. bias</p>	<p>5.2 Spring 2: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Chronology</p> <p>-Sequences historical periods (using dates)and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt Y3, the stone age and the bronze age Y4, Anglo Saxons and the Vikings).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period</p> <p>-Identify changes and make comparisons within and across historical periods.</p> <p>-Know and sequence key events of the period studied.</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Study different aspects of life of different people - differences between men and women</p> <p>-examine causes and results of great events and the impact on people</p> <p>-identify changes and links within the period studied e.g. early and late times.</p> <p>-compare an aspect of life with the same aspect in another period</p> <p>Interpretation of history</p> <p>-compare events from different sources. Fact or Fiction? Offer some reasons for different versions e.g. bias</p> <p>-Give clear reasons why there may be different accounts of history</p>	

	<p>-Give clear reasons why there may be different accounts of history</p> <p>Historical Enquiry</p> <p>-REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES. Be able to identify them.</p> <p>-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask a range of questions about the past, recognising that there is not always a single answer</p> <p>-Choose reliable sources of evidence to answer questions and build up a picture of life in time studied</p> <p>Organisation and communication</p> <p>-Uses dates and terms, and subject specific vocabulary correctly.</p> <p>1st Order Concept: Settlement, Invasion</p> <p>Continuity and Change: Why did the Vikings invade Britain and how did their power change over time?</p> <p>Cause and Consequence: What happened at Sutton Hoo and Why?</p> <p>What happened in 1066 and who were the contenders to the throne?</p> <p>Similarities and Differences: How were the roles of Viking men and women different?</p> <p>Future Learning Links:</p>	<p>Historical Enquiry</p> <p>-REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES. Be able to identify them.</p> <p>-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask a range of questions about the past, recognising that there is not always a single answer</p> <p>-Choose reliable sources of evidence to answer questions and build up a picture of life in time studied</p> <p>Organisation and communication</p> <p>-Uses dates and terms, and subject specific vocabulary correctly.</p> <p>1st Order Concept: Democracy, Civilisation</p> <p>Continuity and Change: How have the Olympics changed from then until now?</p> <p>Cause and Consequence: The battle of Marathon – Why was Athens so strong at the time?</p> <p>Similarities and Differences: What was life like for women in Ancient Greece?</p> <p>Significance: How have the Ancient Greeks influenced our lives today?</p> <p>Future Learning Links:</p>	
Year 6			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			

<p>Year 6</p>		<p style="text-align: center;">6.2 Spring 1: Southampton at War</p> <p>-a study over time tracing how several aspects of national history are reflected in the way the war impacted on Southampton and its children.</p> <p>- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Chronology</p> <p>-Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt and the stone age and the bronze age Y3, The Romans and Mayans year 4, The Saxons, Vikings and the Greeks Y5)).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period</p> <p>REVIEW</p> <p>-Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>-Use timelines to demonstrate and describe changes and developments in culture, technology, and society.</p> <p>-Know and sequence key events of the period studied.</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Chooses reliable sources of factual evidence to describe: the events and impacts of WW2, way of life and actions of people; people's beliefs and attitudes.</p> <p>-Identify changes and give own reasons why they may have occurred, backed up with evidence</p> <p>-Describes similarities and differences between some people, events and objects studied.</p> <p>-Describes how some changes affect life today.</p> <p>Interpretation of history</p> <p>-Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>-Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>-Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	
----------------------	--	---	--

		<ul style="list-style-type: none"> -Be aware that different evidence will lead to different conclusions. -Pose and answer their own historical questions. Historical Enquiry -REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES. -recognise primary and secondary sources use a range of sources to find out about an aspect of time past. -Suggest omissions and the means of finding out -Form own opinions about historical events from a range of sources -bring knowledge gathering from several sources together in a fluent account Organisation and communication -Makes accurate use of specific dates and terms. -Plan and carry out individual investigations 1st Order Concept: Invasion, Persecution Continuity and Change: Why did Germany lose the Battle of Britain (changes over time)? Cause and Consequence: Why was Southampton so heavily targeted during the Blitz? How did WW2 affect different cultures across Europe? Similarities and Differences: Did all children evacuated from Southampton have the same experience? Future Learning Links: 	
	<p>6.1 Autumn 2: Crime and Punishment (Thematic Review)</p> <p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		



<p>Chronology</p> <ul style="list-style-type: none">-Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt and the stone age and the bronze age Y3, The Romans and Mayans year 4, The Saxons, Vikings and the Greeks Y5)).-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period-Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.-Use timelines to demonstrate and describe changes and developments in culture and society.-Know and sequence key events of the period studied. <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none">-Chooses reliable sources of factual evidence to describe crimes and punishments during the period studied.-Identify changes across the period and give own reasons why they may have occurred, backed up with evidence-Describes similarities and differences between some people, events and objects studied.-Describes how some changes affect life today. <p>Interpretation of history</p> <ul style="list-style-type: none">-Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.-Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.-Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.-Be aware that different evidence will lead to different conclusions.-Pose and answer their own historical questions. <p>Historical Enquiry</p> <ul style="list-style-type: none">-REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES.		
---	--	--



	<p>-recognise primary and secondary sources use a range of sources to find out about an aspect of time past.</p> <p>-Suggest omissions and the means of finding out</p> <p>-Form own opinions about historical events from a range of sources</p> <p>-bring knowledge gathering from several sources together in a fluent account</p> <p>Organisation and communication</p> <p>-Makes accurate use of specific dates and terms.</p> <p>-Plan and carry out individual investigations</p> <p>1st Order Concept: Parliament, Power</p> <p>Continuity and Change: How did crimes and punishments change between 1500 and 1750? Why did so much change happen in the 19th Century?</p> <p>Cause and Consequence: Why did punishments become so bloody in the 18th Century?</p> <p>Similarities and Differences: Has the way we catch and punish criminals really improved that much in the last 100 years?</p> <p>Future Learning Links:</p>		
Year 7			
Year 7	<p>7.1 Autumn 1: Thinking like a Historian</p> <p>Initial lessons will focus on history as a discipline and will review/introduce the key skills needed to think like a historian.</p> <p>Recall key historical Terms from Key Stage 2:</p>	<p>7.4 Spring 1: The Crusades</p> <p>Pupils understand the concept of chronology - recall key events and timeline from the period studied so far.</p> <p>Review Substantive knowledge covered in Autumn 1 and 2.</p>	<p>7.6 Summer 1: The Church and Medieval Kinship</p> <p>Pupils understand the concept of chronology - recall key events and timeline from the period studied so far.</p> <p>Review Substantive knowledge covered in Autumn and Spring terms.</p>

<p>- Historical evidence and the difference between Primary and Secondary Sources - Reliability and Bias -BC, AD, Ancient Civilisations, Modern Day -Decade, Century - (ensure students are able to convert years into the correct century) - Students will review their understanding/be explicitly introduced to the second order concepts: historical interpretations, cause and consequence, change and continuity and historical significance.</p> <p>7.2 Autumn 1-2 The Norman Conquest of 1066</p> <p>Pupils understand the concept of chronology Recall Chronology of periods studied in the Primary Phase, from Ancient Civilisations to the modern day. Place the 11th Century and events studied into the chronological context of other periods previously studied in the Primary Phase.</p> <p>Develop Substantive Knowledge on the Mediaeval period including:</p> <ul style="list-style-type: none"> • Anglo-Saxon England (recall from Year 5 – 5.1) <ul style="list-style-type: none"> • Succession Crisis 1066 • Key Battles in 1066 <p>Key Skills:</p> <ul style="list-style-type: none"> • Analysis and evaluation of historical interpretations and historical sources. • Students consider the validity and reliability of sources such as the Bayeux Tapestry. • Students develop understanding of the second order concepts cause and consequence and significance. <p>Key Questions:</p> <ul style="list-style-type: none"> • Why did William Duke of Normandy invade England in 1066? • Who had the best claim to the throne? • Why was there a succession crisis in 1066? • Why did William win the Battle of Hastings? (Assessment) 	<p>Develop Substantive Knowledge on the Crusades including:</p> <ul style="list-style-type: none"> • The rise of Islam & key features of Islamic civilisation • Who were the Byzantines? Threats to the Byzantine Empire – expansion of Islamic world • Significance of Jerusalem • Geography of Byzantine Empire and the Middle East • Reasons people joined the First Crusade • Events and consequences of the First Crusade • Foundation and survival of the Kingdom of Jerusalem • Crusader States & Crusader Castles • Templars and Hospitallers • Saladin – personality and aims • Jihad and the unification of the Arab world • The Muslim conquest of Jerusalem • Role of individual leaders (including Richard I) <p>* Assessment of whether the Crusades changed the Holy Land</p> <p>Key Questions:</p> <p>How did the first crusaders make it all the way to Jerusalem? Why was Jerusalem worth dying for? How did people in 1095 see their world? Why did so many people leave their homes to go on crusade in 1095? How did the first crusaders make it into Jerusalem? Did the crusades change the holy land?</p> <p>1st Order Concept: Social: Religion</p> <p>Key Second Order Concepts: -Cause and Consequence</p>	<p>Develop Substantive Knowledge the church and Medieval kinship including:</p> <p>The reformation Securing the Tudor dynasty Early Tudor England. Reasons for Henry VIII's Break from Rome. Religious change under the Tudor monarchs. Threats to stability during the reign of Elizabeth I.</p> <p>Key Questions:</p> <p>Which king held the most power during the medieval era? How successfully was a monarch's power challenged during the medieval era? How strong/important/powerful was the power and influence of the Church in medieval England? How did Henry VII secure control of England? Why did Henry VIII break from Rome and what impact did it have? How did religious change during the Tudor period affect ordinary people in England? Which Tudor monarch made the most change to religion? Did Mary succeed in countering the reformation? Which was the greatest threat to the Elizabethan Settlement, domestic threats or threats from abroad?</p> <p>1st Order Concept: Social and political: Church and Power (7.2, 7.3, 7.5)</p> <p>Challenges to the power of the church - early humanism, renaissance and Protestantism.</p> <p>Key Second Order Concepts: - Change and Continuity</p>
---	--	--

	<ul style="list-style-type: none"> How did William establish Norman control over England? <p>1st Order Concept: Political: Monarchy and Power (power reviewed from 4.1, 6.1)</p> <p>Key Second Order Concepts: - Cause and Consequence - Significance:</p> <p>Future Learning Links: 7.3</p>	<p>- Change and Continuity</p> <p>Conceptual Links:</p> <p>-3.2 & 4.2 - the role of religion in Ancient civilisations - Revisit role of Christianity in medieval life from Autumn 2 (7.3). This is then developed to consider the central significance of religion (the level of Christian devotion in the Latin West) to the crusades. This will help to explain why crusaders remained in pursuit of their ultimate goal despite trying circumstances</p> <p>Future Learning Links: 7.3</p>	
	<p>7.3 Autumn 2: Contested Power and Life in Medieval England</p> <ul style="list-style-type: none"> Pupils understand the concept of chronology - recall key events and timeline from the last unit studied (7.2). Review Substantive knowledge covered in Autumn 1 (7.2) <p>Develop Substantive Knowledge on the Medieval period including:</p> <ul style="list-style-type: none"> Norman Control: rebellions, feudal system, Domesday Book, castle development The murder of Thomas Beckett (Challenge to Power) <p>Key Questions:</p> <p>What were William's problems and how did he keep control of England? Why did William introduce the Feudal system? What was life like for different people in mediaeval society? (Rich and poor, merchants, lords, peasants etc). Why was the church so important in people's lives? What was the Domesday book and what can we learn from it? What was a motte and Bailey Castle? How did castles improve? Why was Thomas Beckett murdered?</p>	<p>7.5 Spring 2: Instability and Uprising in the Middle Ages: The Black Death and the Peasants Revolt</p> <ul style="list-style-type: none"> Pupils understand the concept of chronology - recall key events and timeline from the period studied so far. Review Substantive knowledge covered in Autumn 1, 2 and Spring 1. <p>Develop Substantive Knowledge on the Crusades including: Early Parliament (King John & Magna Carta; Henry III & Provisions of Oxford; Edward I & Model Parliament). Edward I in Wales & Scotland Medieval life in villages and towns. Medieval Society Edward II & III The Black Death's causes and consequences Symptoms of Black Death, prevention and treatment The causes and consequences of the peasants' revolt The Renaissance</p> <p>Key Questions:</p> <p>How did King John create political instability? What was the significance of Magna Carta, both in the short term and long term? What was the significance of the Provisions of Oxford and the first calling of a Parliament in England?</p>	<p>7.7 Local History Study: The Mayflower 400 and Native Americans</p> <ul style="list-style-type: none"> Pupils understand the concept of chronology - recall key events and timeline from the period studied so far. Review Substantive knowledge covered in Autumn and Spring terms. <p>Develop Substantive Knowledge about the Mayflower 400 and Native Americans:</p> <ul style="list-style-type: none"> Define what separatism is Explain the separatist history of Christianity Describe the reasons for the journey from England to the Netherlands and onto North America Explain how the Puritan Separatists may have felt about the journey Describe places within Southampton related to the Mayflower Explain why Southampton is relevant in the story of the Mayflower Describe William Brewster's role in the Mayflower story Explain the impact his leadership may have had on others Describe the interactions between European settlers and Native American tribes Explain what the reactions of the Native Americans may have been Describe who the Wampanoag people are and why they are often excluded from history Describe the life of Tisquantam and whether his life is a reflection of the worst atrocities committed by the English

	<p>1st Order Concept: Political: Monarchy and Power Socio-Economic: People/Aristocracy/Lords</p> <p>Key Second Order Concepts:</p> <ul style="list-style-type: none"> -Cause and Consequence - Similarities and differences <p>Conceptual Links:</p> <ul style="list-style-type: none"> -Revisit Power and Monarchy and their relevance to the first unit (7.2) -In key stage 2 students would have looked at similarities and differences between people in ancient civilisations (3.2, 4.2) <p>Future Learning Links: 7.4</p>	<p>Why was the Black Death so devastating? What was the peasants' revolt? To what extent did the Black Death change medieval society?</p> <p>1st Order Concept: Social, political and economic: Religion (science) & Power</p> <p>Key Second Order Concepts:</p> <ul style="list-style-type: none"> -Significance -Change and Continuity <p>Future Learning Links: Explanations for disease over time link to year 10 Medicine through Time (10.1). Black death - how people attempted to explain and understand the world that they lived in using their religion.</p>	<p>Decide why Tisquantam's life may be 'sanitised' or 'deleted' entirely from history</p> <p>Describe the effects of the settlers on the Wampanoag people Explain the problems of 'airbrushing' the story of the Mayflower -Explain how tolerance and respect could have supported the meeting between the Native Americans and the settlers</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is Separatism? What did the Puritan Separatists do in response to persecution? Why should Southampton care about this particular ship? Who was William Brewster? Who are the Native Americans? What happened to the colonists when they reached America? What does it mean to have sanctuary? Who are the Wampanoag people and why are they often excluded from history? Who was Tisquantam? What was the impact of the Mayflower on the Native Americans? What can the Mayflower teach about tolerance? <p>1st Order Concept: Social-economic: Migration and Settlement Link back to understanding of settlements e.g. Anglo Saxons (5.1).</p> <p>Key Second Order Concepts:</p> <ul style="list-style-type: none"> -Significance <p>Future Learning Links: Year 8 Discuss the comparisons to the UK and involvement in the slave trade, Year 10 – The American West c1835–c1895.</p>
--	--	---	---