



Year 7

<u>Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Native Americans Medieval Britain 1066-1509	Medieval Britain 1066-1509 Tudors & Stuarts 1509-1745	Tudors & Stuarts 1509-1745
Summary of <u>key</u> knowledge & skills	Introduction – Recalling & communicating what they have previously studied, exploring 'What is History?' Examining sources & evidence. Historical anachronisms. Chronology, centuries & how we organise time.	Medieval Britain 1066-1509 – How did Harold die? How did William establish control? (local study) Why did William build 500 castles in 20 years?	Did 'Bloody Mary' deserve he nickname? Was Elizabeth's religious settlement fair? Why did the Spanish Armada fail? Why did Elizabeth kill her cousin?

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What do you want students to <i>know</i> and <i>learn</i>? What are the opportunities for <i>repetition</i> and <i>over-learning</i>?	Native Americans – Who were the first travellers to the Americas? Contrasting geographical regions that NAs lived in & the impact on their way of life (adapting) – cultural diversity Who were the Native Americans? How did the Plains tribes survive? What did Native Americans believe in? Why did Native Americans go to war? Who were the new settlers?	How did Medieval peasants survive? Why was the church so important? Why did the King agreed to be whipped? What did Medieval peasants believe in? Why did the Black Death kill so many people? How did the Black Death change society? Tudors & Stuarts 1509-1745 – How did the Renaissance change Britain? Why was the discovery of Richard III's skeleton so significant?	To what extent was Elizabeth a successful monarch? Who were the Stuarts & what did they do for us? Why did the English go to war? Should the King have been put to death? Was Cromwell a hero or a villain? How much did life change under Cromwell? Why was the monarchy restored & how did the balance of power change? Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.

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	<p>How was the Native American way of life destroyed?</p> <p>What way of life do Native Americans have today?</p> <p>The Fact Test on Native Americans is an opportunity to foster & establish revision techniques. Work is done at home & in class. The key historical skills including evidence work is developed throughout KS3.</p> <p>Medieval Britain 1066-1500-</p> <p>Who were the British in the First Millennium?</p>	<p>Who were the Tudors?</p> <p>How did Henry VII establish control over England?</p> <p>Why did Henry break from Rome?</p> <p>Why did Christians argue about the Church?</p> <p>How much did a 15 year old monarch change England?</p> <p>What was it liked to be ruled by the Tudors?</p> <p>Why was Blind Tom unhappy?</p> <p>Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.</p>	

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	<p>Why was everyone fighting to be King in 1066?</p> <p>Why did William win the Battle of Hastings?</p> <p>Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.</p>		
Main common assessments	<ul style="list-style-type: none">• Baseline Assessment	<ul style="list-style-type: none">• Medieval Britain Fact Test.	<ul style="list-style-type: none">• Tudor Fact Test

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	<ul style="list-style-type: none"> Native American Warfare Assessment (Interpretation & Evidence) Native American Fact Test (Regions/Environment) 	<ul style="list-style-type: none"> Why did William win the Battle of Hastings? (causation) Tudor Fact Test 	<ul style="list-style-type: none"> Why did the Mary Rose sink? (evidence) Yr7 exam
Extended writing tasks (at least two per long term)	<ul style="list-style-type: none"> NA Warfare Assessment How was the Native American way of life destroyed? 	<ul style="list-style-type: none"> Why did William win the Battle of Hastings? (causation) Why was the discovery of Richard III significant? (interpretation) 	<ul style="list-style-type: none"> Why did the Mary Rose sink? (evidence) Change & continuity over time.

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Examples of opportunities for challenge	<ul style="list-style-type: none"> Developing a sense of chronology. Examining sources & considering why a source can be useful to historians whilst being unreliable. Understanding why people behaved as they did by understanding historical context & how views differed in the past. Evaluating the significance of key turning points. 	<ul style="list-style-type: none"> Understanding that there are contradictions & complexities within & between past societies. Comprehending the importance of religion in the Middle Ages. Understanding that interpretations of a monarch can change over time. <p>Evaluating the success/failure, strengths/weaknesses of different monarchs. Using appropriate evidence.</p>	<ul style="list-style-type: none"> Extremist views & their impact on national & individual behaviour. Problems facing a female monarch & the resulting decisions she made. Understanding political concepts, eg Monarchy, Parliament & the rule of law.

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Links to numeracy, literacy and other subjects	<p>Maths – timelines, chronology, working out centuries, decades.</p> <p>Geography – different areas NA's lived in & the impact on their way of life. Environmental attitudes, settlers vs NA's.</p> <p>ICT – how we research a topic using Search Engines effectively.</p> <p>RE – NA spiritual beliefs & the environment. Puritan beliefs.</p> <p>Languages – Sioux language.</p> <p>Art – symbolism of tipis design.</p> <p>DT – food on the Plains</p>	<p>RE – Medieval Christian beliefs, heaven & hell.</p> <p>Art – images of heaven & hell.</p> <p>Maths – Chronology & the Tudors.</p> <p>Science – Renaissance scientific developments vs Medieval. A range of scientific tests undertaken to ascertain that the skeleton was Richard III, analysis of the evidence.</p> <p>Art – Renaissance art & architecture, comparison with Medieval</p>	<p>RE – Beliefs & the impact of the Reformation. Roman Catholic & Protestant beliefs & worship.</p> <p>Geography – Map work on the Spanish Armada.</p> <p>Art – Portraiture & propaganda.</p>

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Enrichment, clubs, trips and other extra-curricular activities			As part of 'Activity Week' students can participate in a workshop designing & making a mini-tipi.

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6****Opportunities for links to careers**

Fostering & developing key employment skills including: reaching decisions, gaining personal confidence, judging & evaluating evidence, furthermore developing high order literacy skills. Opportunities for developing creative writing skills for homework tasks.

Opportunities for links to SMSC, PSHE, ethos and values

Images of NA's – stereotypes & prejudice. Changing cultures (cultural diversity) & the destruction of a way of life/traditions, the impact of European settlers. Conflict & wars. Land & ownership – promises, new laws, reservations. NAs today & the impact of their history.

Succession of Tudor Monarchs, leadership, rebellions. Law & order, punishments. Religious diversity. Parliamentary power, the changing role of the British Monarchy. Rights & responsibilities linked to the Civil War, Divine Rights & the Commonwealth.

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6****How can parents support learning?**

- Visit local historical sites & museums (e.g. The American Museum in Bath, Fairford Church to visit the Medieval glass, Great Coxwell Tithe Barn, the replica Bayeux Tapestry at Reading Museum, Warwick Castle, Chepstow Castle or Berkeley Castle, Malmesbury Abbey, Lacock Abbey, Thornbury Castle, Lydiard House, The Merchant's House Marlborough, The Red Lodge House in Bristol, Montacute House, Sudeley Castle, the Civil War damage to St Michael's Church in Highworth).
- Encourage reading & research related to the subject. Spanning 'Horrible Histories' to historical novels & non-fiction texts.
- Discuss what they are learning & support them with their homework organisation. Get involved with their revision.

Other comments

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Terms 1 & 2

- Watch & discuss historical films, TV programmes & documentaries.
- Explore current 'History in the News.'
- Share family stories & family research.

Terms 3 & 4**Terms 5 & 6**



YEAR 8

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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Tudors	Tudors	Tudors & Stuarts
Summary of <u>key</u> knowledge & skills	Medieval vs Renaissance. Renaissance developments (art, medicine, science, architecture). Examining Medieval views about health/medicine & the role of religious belief. Overview of War of the Roses.	Religious beliefs & worship. Religious changes & the Reformation. Edward VI & religious changes. Lady Jane Grey & succession.	What were the overarching themes of the Tudor reign? Tudor monarchs – leadership, public persona & political power.

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What do you want students to <i>know</i> and <i>learn</i>? What are the opportunities for <i>repetition</i> and <i>over-learning</i>?	The discovery of Richard III & the scientific investigation following this. 16 th Century Britain. Tudor family tree work. Henry VII & monarchy – including stereotypes. Henry VIII & problems – including religious issues. The Mary Rose.	Mary I & burning of the heretics - Did she deserve her nickname 'Bloody Mary?' Elizabeth I & her reign, problems (including Mary Queen of Scots) & threats. The Spanish Armada. Elizabeth & portraiture, Tudor propaganda?	The Stuarts – Who was James I? Religious persecution. The Gunpowder Plot. Quarrels with Parliament – James I & Charles I. The Civil War, causation & why Parliament won. Witch trials. The execution of Charles I. Oliver Cromwell & the Commonwealth.

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	Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.		The restoration of the monarchy 1660. The Plague 1665. The Great Fire of London 1666. Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.

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Extended writing tasks (at least two per long term)	<ul style="list-style-type: none"> Discovery of Richard III & science to establish this was his skeleton Mary Rose Assessment (evidence) 	<ul style="list-style-type: none"> Exploring whether Mary I deserved the title 'Bloody Mary?' Spanish Armada Assessment (causation) 	<ul style="list-style-type: none"> Elizabeth I Sources Assessment (interpretations) The Commonwealth/Cromwell & how life in England changed.

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Key prior knowledge and skills

Students will have developed their source & core historical skills throughout Yr7. Including developing their understanding of interpretations & analysing the reliability of evidence. Furthermore becoming more secure in their understanding of causation, consequences & the extent an event is significant. In addition are beginning to describe the key features of a past society & apply these features to another time period. The start point will vary depending on the individual student & their progress in Yr7.

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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
		<ul style="list-style-type: none"> Account of Mary Queen of Scots 	
Examples of opportunities for challenge	<ul style="list-style-type: none"> Understanding that interpretations of a monarch can change over time. Evaluating the success/failure, strengths/weaknesses of different monarchs. Using appropriate evidence. 	<ul style="list-style-type: none"> Extremist views & their impact on national & individual behaviour. Problems facing a female monarch & the resulting decisions she made. 	<ul style="list-style-type: none"> Understanding political concepts, eg Monarchy, Parliament & the rule of law.
Links to numeracy, literacy and other subjects	Maths – Chronology & the Tudors. Science – Renaissance scientific developments vs Medieval . A range of	RE – Beliefs & then impact of the Reformation. Roman Catholic & Protestant beliefs & worship.	RE – Religious persecution. Puritan beliefs & influence.

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	scientific tests undertaken to ascertain that the skeleton was Richard III, analysis of the evidence. Art – Renaissance art & architecture, comparison with Medieval.	Geography – Map work on the Spanish Armada. Art – Portraiture & propaganda.	
Enrichment, clubs, trips and other extra-curricular activities		G&T workshop – Historical figures (school forms) & their significance	

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6****Opportunities for links to careers**

Fostering & developing key employment skills including: analysis, using evidence, expressing their opinions & reaching a supported judgement. Furthermore developing high order literacy skills.

Opportunities for links to SMSC, PSHE, ethos and values

Succession of Tudor Monarchs, leadership, rebellions. Law & order, punishments. Religious diversity. Parliamentary power, the changing role of the British Monarchy. Rights & responsibilities linked to the Civil War, Divine Rights & the Commonwealth.

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6****How can parents support learning?**

- Visit local historical sites, exhibitions & museums (e.g. Malmesbury Abbey, Lacock Abbey, Thornbury Castle, Lydiard House, The Merchant's House Marlborough, The Red Lodge House in Bristol, Montacute House, Sudeley Castle, the Civil War damage to St Michael's Church in Highworth).
- Encourage independent reading & research related to the subject. There are history magazines in the school library & numerous historical novels & non-fiction texts. Look up & share historical podcasts. Local History Societies have websites.
- Discuss what they are learning & their homeworks. Support them with their revision.
- Do some History quizzes or play some history games.
- Watch & discuss historical films, TV programmes & documentaries.

Other comments

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Terms 1 & 2

- Explore current 'History in the News.' Wiltshire Libraries all have access to the British Newspaper Archive to look at historical articles.
- Do some family research, you could visit your local library to use 'Ancestry' or do some local research together.

Terms 3 & 4**Terms 5 & 6**



Year 9

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Key prior knowledge and skills

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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Britain 1750-1900 'Expansion, Trade & Industry.'	A World Study after 1900 – World War One	A World Study after 1900 – Inter War Years. A World Study after 1900 – World War Two

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Summary of <u>key</u> knowledge & skills	An overview changes & developments 1750-1900. Impact of industrialisation & population growth (urban slums, diseases, waste disposal, Great Stink etc). Problems in 19 th	<u>A World Study after 1900 – World War One:</u> Causes of WW1.	Women's Suffrage. The rise of the dictators & different political systems. The Russian Revolution & communism.

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What do you want students to <i>know</i> and <i>learn</i>?	century society including poverty & crime. The extent public health improved during the 19 th century. The Domestic System. The Industrial Revolution.	Who was involved in the First World War? Life on the Western Front. Changing warfare & new technology. Impact of war on the development of medicine.	Problems in Germany & the rise of the Nazi Party. The road to war. <u>A World Study after 1900 – World War Two:</u>

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What are the opportunities for repetition and over-learning?	<p>Child Labour & comparing it to children's lives today.</p> <p>Government legislation, electoral reform.</p> <p>Empire.</p> <p>Transatlantic Slave Trade.</p>	<p>Propaganda & recruitment.</p> <p>The Home Front.</p> <p>The closing stages of the war.</p> <p>The impact of the war.</p>	<p>Who was involved in the Second World War?</p> <p>Life on the Home Front.</p> <p>Medical developments.</p> <p>Turning points including Pearl Harbour & Hiroshima.</p>

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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
	Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.	Concepts, skills & knowledge are revisited in a variety of contexts throughout KS3.	The Holocaust & Hitler's treatment of the Jews. Immediate consequences of WW2 – including Cold War.

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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Main common assessments	<ul style="list-style-type: none">• Nineteenth Century Fact Test• Slavery Assessment (Evidence)	<ul style="list-style-type: none">• 1750-1900 Exam• World War I Fact Test	<ul style="list-style-type: none">• Significance of an Historical Event Assessment• Sources Assessment

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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Extended writing tasks (at least two per long term)	<ul style="list-style-type: none">19th Century urban changes (problems & solutions)Slavery Assessment	<ul style="list-style-type: none">Causes of WW1Life on the Western Front	<ul style="list-style-type: none">Significant event (Dunkirk, Battle of Britain, Blitz, Hitler invades USSR, bombing Pearl Harbour, D-Day landings, bombings of Dresden & dropping of the atomic bomb) assessment

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			<ul style="list-style-type: none"> Sources Assessment
Examples of opportunities for challenge	<ul style="list-style-type: none"> The complex nature of change & its interconnectivity (eg role of Govt, individuals, science etc). Multiple & 	<ul style="list-style-type: none"> Long term & short term causes of WW1. 	<ul style="list-style-type: none"> Turning points in WW2. Understanding how Hitler comes to power & have an accurate

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	<p>linked causes of the Industrial Revolution.</p> <ul style="list-style-type: none"> Contradictory attitudes towards Empire & slavery. 	<ul style="list-style-type: none"> Different interpretations of key events. 	<p>understanding of why this happened & not just what happened. Furthermore the role of German society & people as individuals.</p>

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Links to numeracy, literacy and other subjects	Geography – mapwork, historical trade routes via slavery & the British Empire, population statistics. Science & Technology subjects – changes pre & post industrial Britain.	Geography – map work relating to the global dimension of WW1. Links to Sociology – Power & the state, contrasting political system & propaganda.	Maths – timelines & chronology of WW2. RE – Holocaust. Moral dilemmas, e.g. atomic bomb. War & Peace.

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	Sociology – Poverty, crime, the role of individuals & the government in bringing about change, changing patterns of working.	Maths – statistical analysis via data about the relative strengths of the different powers & the impact of WW1.	Sociology – Gender inequality, different political systems, Russian Revolution, communism.

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Enrichment, clubs, trips and other extra-curricular activities		Battlefields trip to the Ypres Salient, Belgium. Three day residential guided trip.	

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6****Opportunities for links to careers****Opportunities for links to SMSC, PSHE, ethos and values**

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Terms 1 & 2

The role of entrepreneurs, industrialists, engineers & innovators in changing British society & the qualities they possess. How Britain changed from a domestic to a factory based economy & the impact on people's lives. How legislation impacted on the workforce. Child labour historically & employment rules today. We discuss the relevance of history in the workplace & relating to careers generally. Furthermore developing key employment skills such as group work,

Terms 3 & 4

Citizenship & PSHE – We explore different cultures & changing attitudes towards slavery & the British Empire. We also study population growth & its impact 1750-1900. Thus key issues encompass: tolerance, prejudice & racism. We also explore electoral reform in the 19th century, including the fight for democracy & for female equality. Furthermore changing attitudes towards crime & its treatment. We examine new legislation & the factors involved in these occurring. Were WW I & II 'just wars?' International co-

Terms 5 & 6

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Terms 1 & 2

presentation skills, reaching supported judgements based on evidence & expressing these, working independently, writing coherently & being well informed. Furthermore developing high order literacy skills.

Terms 3 & 4

operation (peace treaties). Prejudice & discrimination in Nazi Germany. Furthermore a range of government models.

Terms 5 & 6

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6****How can parents support learning?****Other comments**

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Terms 1 & 2

- Visit local historical sites, exhibitions & museums (e.g. Steam in Swindon, Bristol & links to the transatlantic slave trade sites, Ironbridge, Black Country Museum, Imperial War Museum).
- Encourage independent reading of a wide range of texts & research related to the subject. Foster enquiries & explore a range of trusted

Terms 3 & 4**Terms 5 & 6**

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6**

websites (e.g. the British Library, the British Museum, the Science Museum, the BBC, Historic England, IWM, National Archives)

- Discuss what they are studying & their homework. Support them with their revision programme.
- Watch & discuss historical films, TV programmes & documentaries. Listen to podcasts.

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Terms 1 & 2**Terms 3 & 4****Terms 5 & 6**

- Explore current 'History in the News.' Discuss historical issues & ongoing historical debates.
- Do some family or local research together, you could visit your local library to use 'Ancestry' to look at primary historical documents.

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Terms 1 & 2

- Visit the 'Wiltshire & Swindon History Centre' in Chippenham or in Swindon the 'Historic England Archive & Library.' Wiltshire Libraries all have access to the 'British Newspaper Archive.'

Terms 3 & 4**Terms 5 & 6**

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