



History Progression of Knowledge and Skills

Year 1

Comparisons between victorian times and now + Changes in living memory

Topics of Study	Chronological Understanding	Range and depth of historical knowledge and understanding	Historical interpretation	Historical enquiry/investigation	Presenting, organising and communicating
Magic Toybox (Victorian-now)	<p>Order dates from earliest to latest on simple timeline</p> <p>Sequence photographs etc. from different periods of their lives. Describe memories of key events in lives.</p> <p>Match objects to people of</p>	<p>Recognise the similarities and differences between past and present in their own and others lives</p> <p>Consider changes in national life (eg development of technology - battery operated toys etc)</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Explain that there are different evidence/sources that can represent the past.</p>	<p>Observe or handle evidence to ask simple questions about the past on the basis of simple observations</p> <p>Key vocab - Artefact, decade</p>	<p>Talk, perform, write and draw things about the past</p> <p>Use historical vocabulary to retell simple stories about the past</p>



	<p>different ages</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time eg lives of: grandparents vs now Victorians vs now</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Key vocab - <i>a long time ago, when I was little, when my parents were young, before I was born, old, oldest, new, earliest, past, present, future, nowadays, since, previously</i></p>	Trip to Beamish Museum			
<p><u>Hospitals then and now</u> (victorian and now)</p> <p>Florence Nightingale and Mary Seacole</p>	<p>Use words and phrases relating to the passing of time: in the past, nowadays, before, after, since, back then, earlier, previously</p> <p>Examine sequence of change from birth to adulthood Examine family trees Look at the family tree of the monarchy</p>	<p>They know and recount episodes from stories about the past.</p> <p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past</p>	<p>Begin to use stories or accounts to distinguish between fact and opinion and fact and fiction</p> <p>Explain that there are different evidence/sources that can represent the past</p>	<p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Interview older visitors about life in the past</p>	<p>Talk, perform, write and draw things about the past</p> <p>Use historical vocabulary to retell simple stories about the past</p>
<u>Tremendous</u>	Order dates from earliest to latest on simple	Identify similarities and differences between ways	Observe and use pictures, photographs and artefacts	Observe or handle evidence to ask simple	Talk, perform, write and draw things about the past



<p><u>Tyne Valley</u></p> <p>Tyne valley then and now Looking at coal mining, schools, Stephenson (transport) Bewick</p>	<p>timeline</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time eg lives of: grandparents vs now Victorians vs now</p> <p>Use words and phrases relating to the passing of time: in the past, nowadays, before, after, since, back then, earlier, previously, when my parents/grandparents were little/younger...</p>	<p>of life in different periods</p> <p>Recognise similarities and differences between the past and present</p> <p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past and how they influenced life today</p>	<p>to find out about the past</p>	<p>questions about the past on the basis of simple observations</p> <p>Interview people who remember or know about Wylam in the past</p>	
<p>Year 2</p> <p>Exploration across the Ages and the impact on the world</p>					
<p>Topics of Study</p>	<p>Chronological Understanding</p>	<p>Range and depth of historical knowledge and understanding</p>	<p>Historical interpretation</p>	<p>Historical enquiry/investigation</p>	<p>Presenting, organising and communicating</p>
<p><u>Fire and Ice</u></p> <p>Fire Great Fire of London Guy Fawls</p>	<p>Sequence events on a timeline</p> <p>Sequence artefacts which are quite close together in time - use internet/ books to back up decisions. Sequencing to reinforce the idea of a timeline.</p>	<p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past</p> <p>Know and recount episodes from stories and significant events in</p>	<p>Compare 2 different versions of the past</p> <p>Observe and use pictures, photographs, artefacts to find out about the past</p> <p>Begin to use stories or accounts to distinguish between fact and opinion</p>	<p>Observe or handle historical evidence to ask simple questions about the past on the basis of simple observations</p> <p>Choose and select evidence and say how it can be used to find out about the past</p>	<p>Communicate historical knowledge through: Discussion...(reinforce and build on language from y1 relating to the passing of time). Draw pictures... Drama/role play.. Make models..... Writing.. etc Age appropriate work</p>



<p><u>Ice</u> Scott of the Antarctic/Amundsen/Shackleton Titanic</p>		<p>history</p>	<p>or fact and fiction</p> <p>Explain that there are different types of evidence/sources that can be used to help represent the past</p> <p>Examine a range of sources of information: Which sources are reliable? Why? Consider that what people wrote or illustrated may not be actual fact. They may have a reason for recording information in biased/subjective ways. Find/ create simple examples of bias e.g. Samuel Pepys diary entry vs someone else's (which shows a different point of view).</p>		
<p><u>Exploring Air and Space - History of flight</u></p> <p>Moon landing Armstrong Tim Peake</p>	<p>Reinforce sequencing events on a timeline</p> <p>Sequence artefacts closer together in time.</p> <p>Sequence events, photos of key events in</p>	<p>Recognise why people did things.</p> <p>Why events happened and what happened as a result.</p> <p>Know and recount episodes from stories</p>	<p>Compare two versions of the past.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</p> <p>Ask and answer appropriate historical questions, using their growing historical</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.</p>



<p>DaVinci Wright Brothers Amelia Earheart</p> <p>Richard Browning</p>	<p>the lives of significant people.</p>	<p>about the past, knowing and understanding key events.</p> <p>Talk about similarities and differences between the lives of significant people.</p>	<p>Discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>knowledge.</p>	
<p><u>Seaside past and present</u></p> <p>Grace Darling Rescue</p> <p>Impact of humanity - David Attemborough Greta Thumberg Plastic pollution</p>	<p>Reinforce sequencing events on a timeline</p> <p>Sequence artefacts and events closer together in time.</p> <p>Sequence events and/or photos of key events in the lives of significant people.</p>	<p>Recognise why people did things and explain.</p> <p>Why events happened and what happened as a result. Who did it impact?</p> <p>Recount episodes from the past, knowing and understanding key events.</p> <p>Talk about similarities and differences between the lives of significant people and give reasons.</p>	<p>Compare pictures or photographs of people or events in the past and explain thinking.</p> <p>Identify ways that the past is represented and why this might be.</p> <p>Discuss reliability of evidence e.g. photos, paintings, accounts, stories and give reasons why some are more reliable than others.</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of intelligent observations.</p> <p>Ask and answer appropriate historical questions, using their growing historical knowledge to put into context.</p>	<p>Communicate their knowledge through group presentation.</p>
<p>Year 3</p>					



Chronology of the earliest civilisations and their legacy

Topics of Study	Chronological Understanding	Range and depth of historical knowledge and understanding	Historical interpretation	Historical enquiry/investigation	Presenting, organising and communicating
<p><u>Stone Age to the Iron Age</u></p>	<p>Sequence the 3 periods of the stone age, then the bronze and iron age on a timeline. Sequence artefacts or pictures of artefacts on a time line eg tools, homes. Understand that a timeline can be divided into BC and AD</p> <p>Set up a timeline charting major historical events covered so far (Y1/2) Continue adding key events studied in Y3/Y4. Use dates and terms related to the study unit and passing of time</p>	<p>Connection, contrasts and trends over time</p> <p>Note key changes over a period of time and be able to give reasons for those changes (eg development of weapons/tools, homes,cooking methods, culture, religion, societies.</p> <p>Find out about the everyday life of people in the time studied and how life changed from the stone age to the iron age. Consider similarities and differences. Compare with our lives today.</p>	<p>Use a range of sources to find out about the past: Museum visits to see real artefacts and evidence of the lives of people from the stone age to the iron age.</p> <p>Examine pictures of artefacts uncovered which tell us about life during the period.</p> <p>Use books and the internet to source information</p> <p>Study Skara Brae, Stone Henge and Cheddar man</p>	<p>Begin to undertake own research Consider what caused things to change over time and the effect the changes had on life eg homes, the discovery of bronze and then iron. Consider the significance of changes eg improved tools, weapons, homes.</p> <p>Construct informed responses about an aspect of life or key event in the past through organisation of relevant historical information - answering historical questions with evidence based answers eg Why did the discovery of fire change the lives of Stone Age Man?</p>	<p>Use and understand appropriate historical vocabulary as detailed on knowledge organiser eg paleolithic,mesolithic, neolithic, stone age,, bronze age, iron age, ancestor, hill fort.</p> <p>Use ideas of the past in drama, debate, letter writing, recounts, newspaper reports, information guides,</p> <p>Present ideas in a range of ways based on one's own research eg Power points Posters Leaflets</p>
<p><u>Ancient Egypt</u></p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates</p> <p>Understand that a timeline</p>	<p>Identify key features, aspects and events of time studied</p> <p>Explain how events in the past have influenced</p>	<p>Look at more than 2 versions of the same event or story in history and identify differences</p> <p>Investigate different</p>	<p>Use a range of sources to find out about the past Construct informed responses about an aspect of life or key event in the past through</p>	<p>Use and understand appropriate historical vocabulary -(war, remembrance, ruled, reigned, empire, invasion, conquer, kingdoms)</p>



	<p>can be divided into BC and AD</p> <p>Add to the class timeline</p>	<p>today</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts</p>	<p>accounts of historical events and explain some of the reasons the accounts could be different.</p> <p>Look at the evidence available . Use historical skills to begin to evaluate the usefulness of different sources of information. Identify potential bias and the possible underlying motivations behind the bias. Consider alternative viewpoints and their validity.</p>	<p>organisation of relevant historical information</p> <p>Regularly address and sometimes devise own questions to find out about the past</p> <p>Continue to undertake own research (cause and effect, change, similarity, difference, significance)</p>	<p>Ideas of the past modelled in drama, role-play, letter writing, recounts, diaries, posters, guides</p> <p>Present ideas based on one's own research</p>
<p><u>Greeks</u></p>	<p>To understand a timeline can be divided into BC and AD.</p> <p>To sequence key events in the olympics, focusing on social changes through time (men, women, paralympics, black athletes etc).</p>	<p>To note key changes in the Olympics from the foundations of the games to the present day (e.g events, prizes, countries, venues and competitors).</p> <p>Explain how people and events in the past Olympic Games have influenced life today.</p> <p>To compare and contrast different aspects of the Olympic games.</p>	<p>To compare two versions of Olympic games and identify differences.</p>	<p>To undertake their own research about past Olympic games.</p> <p>To use a range of sources to find out about the past (pottery, cave paintings etc.)</p> <p>To talk about Olympic Games in the past by selecting and organising relevant information.</p>	<p>Start to present ideas on their own research about the Olympic Games (e.g posters, information sheets etc)</p>
<p>Year 4</p>					



Topics of Study	Chronological Understanding	Range and depth of historical knowledge and understanding	Historical interpretation	Historical enquiry/investigation	Presenting, organising and communicating
<p><u>Romans</u> Roman's in Britain and their legacy</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Continue to place events studied on class timeline (should show events studied Y1-3). Add dates and use terms related to the period being studied.</p> <p>Understand more complex terms eg BC & AD</p>	<p>Connection, contrasts and trends over time Note key changes over a period of time and be able to give reasons for those changes Eg invading/conquering other nations, settlement</p> <p>Find out about the everyday life of people in time studied compared with our life today Explain how events in the past have influenced today (what did the Romans do for us?) Identify key features, aspects and events of time studied Describe connections and contrasts between aspects of history, people, events and artefacts</p> <p>Armstrong, Hedley, Stephenson. Cragside, Points Bridge</p>	<p>Look at more than 2 versions of the same event or story in history (Boudicca rebellion) and identify differences Investigate different accounts of historical events and explain some of the reasons the accounts could be different.</p>	<p>Use a range of sources to find out about the past Construct informed responses about an aspect of life or key event in the past through organisation of relevant historical information Regularly address and sometimes devise own questions to find out about the past Undertake own research (cause and effect, change, similarity, difference, significance)</p>	<p>Use and understand appropriate historical vocabulary - war, ruled, reigned, empire, invasion, conquer, kingdoms Ideas of the past modeled in drama, role-play, letter writing, recounts, poems, adverts, diaries, posters, guides Present ideas based on one's own research</p>
<p><u>WW2</u> Battle of Britain Evacuation</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates,</p>	<p>Connection, contrasts and trends over time Note key changes over a period of time and be able to give reasons for those</p>	<p>Look at more than 2 versions of the same event or story in history and identify differences Investigate different</p>	<p>Use a range of sources to find out about the past Construct informed responses about an aspect of life or key event</p>	<p>Use and understand appropriate historical vocabulary - war, remembrance, ruled, reigned, empire, invasion,</p>



		<p>changes Eg invading/conquering other nations</p> <p>Find out about the everyday life of people in time studied compared with our life today</p> <p>Identify key features, aspects and events of time studied</p>	<p>accounts of historical events and explain some of the reasons the accounts could be different. (Look at propaganda posters)</p>	<p>in the past through organisation of relevant historical information Regularly address questions about the past Undertake own research (cause and effect, change, similarity, difference, significance)</p>	<p>conquer, kingdoms Ideas of the past modeled in drama, role-play, letter writing, recounts, poems, adverts, diaries, posters, guides Present ideas based on one's own research</p>
<p><u>Tyne Valley and the Wider world!</u></p> <p>Armstrong Stephenson Industrious North!</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates,</p>	<p>Find out about the everyday life of people in the time studied compared with our life today Explain how events in the past have influenced today Identify key features, aspects and events of time studied Describe connections and contrasts between aspects of history, people, events and artefacts</p>		<p>Use a range of sources to find out about the past Construct informed responses about an aspect of life or key event in the past through organisation of relevant historical information Begin to undertake own research (cause and effect, change, similarity, difference, significance)</p>	<p>Use and understand appropriate historical vocabulary Ideas of the past modelled in drama, role-play, letter writing, recounts, poems, adverts, diaries, posters, guides Present ideas based on one's own research</p>
Year 5					
Topics of Study	Chronological Understanding	Range and depth of historical knowledge and understanding	Historical interpretation	Historical enquiry/investigation	Presenting, organising and communicating
<u>Ancient China</u>	To develop a chronologically secure	Pupils can pinpoint the	To use archaeological evidence to draw	<i>"Who were the ancient Shang people and where</i>	Construct informed responses that involve



<p><u>and Shang Dynasty</u></p>	<p>knowledge and understanding of world history, establishing clear narratives within and across periods by learning when and where the Shang dynasty existed. To explain when and where the Shang dynasty was in existence and describe features of its location.</p>	<p>location of the Shang area on a current map of China. Pupils can describe and name some cities and physical features of the land. Pupils can explain the roles of different members of Shang society and know where they fitted in the Shang social hierarchy.</p>	<p>conclusions about what life was like in the Shang dynasty.</p>	<p><i>did they live?"</i></p> <p><i>"What is the significance of dragons in Ancient Chinese history?"</i></p> <p><i>"What rituals were practiced during the Shang dynasty?"</i></p> <p><i>"Who was Fu Hao and why was the discovery of her tomb significant?"</i></p>	<p>thoughtful selection and organisation of relevant historical information by learning about the social hierarchy of the Shang dynasty and exploring what life was like for different people.</p> <p>Children research modern day China and directly compare against Ancient China through group or individual presentations.</p>
<p><u>Anglo Saxons to 1066 + Scotts</u></p>	<p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by <i>learning why, where and how the invasions of Britain took place after the Roman withdrawal.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped and connecting these to other religious beliefs and practices. <i>Create a fact file on your chosen God or Goddess.</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by <i>examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture.</i></p>	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain. <i>Use information sheets to answer a series of questions about the conversion to Christianity.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the Anglo-Saxons settled and what they named the places they settled in and by learning about Anglo-Saxon settlements and village life. <i>Label a map of Britain and the surrounding area with where they settled and place names.</i></p>



<p><u>Rise of Christianity</u></p>	<p>Use previous knowledge of British History to revisit Roman times up until Anglo Saxon rule was established - identifying key events, beginning with the persecution of Christians in the Roman Empire and important figures, particularly in the North East of England, which eventually led to Christianity being the established faith of the local area by later Anglo Saxon times.</p>	<p>Pupils can identify key figures in early Christianity in the North East, such as monk Paulinus, King Edwin, King and St Oswald, St Cuthbert and the Venerable Bede. Students will be able to identify on a map of the North East key areas where these people lived and worked, and what they did.</p>	<p>Students will study a range of sources from the time to construct their own interpretations and look at that of others, including artefacts from Vindolanda, buildings such as the Anglo Saxon church in Escombe, Lindisfarne/ Bamburgh Castle. As well as this students will investigate extracts from historical texts such as the Lindisfarne Gospels and writings by Bede.</p>	<p><i>What were the key events and people that led to the establishment of Christianity in North East England?</i></p> <p><i>Who was the most significant figure in early Christianity?</i></p> <p><i>How useful are the writings of The Venerable Bede?</i></p> <p><i>In what ways did Christianity use the existing pagan faith to establish the new religion?</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the key events and people that led to the establishment of Christianity in Britain and particularly the North East of England. Create fact files about key figures and present who you feel was most significant in the emergence of Christianity.</p>
<p>Year 6</p>					
<p>Topics of Study</p>	<p>Chronological Understanding</p>	<p>Range and depth of historical knowledge and understanding</p>	<p>Historical interpretation</p>	<p>Historical enquiry/investigation</p>	<p>Presenting, organising and communicating</p>
<p><u>Mayan Civilisation</u></p>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding <i>who they</i></p>	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by <i>identifying and using sources of evidence to</i></p>	<p><i>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. Use a range of information</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they</p>



	<i>were and when and where they lived.</i>	<i>Using facts you have sorted about Corn and Chocolate, decide which one you think was most important.</i>	<i>learn about the Maya cities and some of the people who explored and documented them.</i>	<i>sources to carry out a 'Fact Hunt'.</i>	<i>believed in and by learning about how the Maya invented and used their calendars and number system. Use a key to help decipher and use the Mayan number system.</i>
<u>Viking Britain and King Alfred the Great</u>	Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain and by <i>learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign.</i>	Questioning the validity of sources based on the quality of information presented to them. Explaining confidently where Vikings, Anglo Saxons and Normans travelled to and from prior to the Norman Conquest of Britain in 1066. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and connect this to the introduction of Danegeld. <i>Study a poem about the Danegeld – put</i>	Pupils are introduced to more sophisticated source work analysis. Analysis of a wide range of visual and written sources to make informed decisions about different periods of time. Know that people in the past represent events or ideas in a way that might persuade others by learning about the Viking Raids and what the Anglo Saxon Kings did. <i>Debate as King Alfred and King Athelstan about who was the greatest king.</i>	<i>"What reputation do the Vikings have and is an accurate one"</i> <i>"Was Alfred the Great actually Great?"</i> <i>Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings and by learning about the Anglo-Saxon legal system and how it is similar and</i>	Development of PEE as pupils learn to justify their opinions through utilising the evidence in sources. A range of tasks such as mind-mapping, independent research projects, oral presentations and construction work such as making a Viking longship. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. <i>Play a variety of</i>



		<i>the events into the correct order.</i>		<i>different to the modern legal system in Britain.</i>	<i>quizzes and games to check your understanding of Viking life.</i>
<u>Crime and Punishment</u>	<p>Know how crime and punishment changed over time</p> <p>Place time periods in chronological order</p> <p>Make comparisons between time periods</p>	<p>Explain similarities and differences between crime & punishment in different time periods.</p> <p>Be able to re-write well known stories linked to Crime & Punishment</p>	<p>Make comparisons between time periods</p> <p>Know how crime and punishment changed over time</p> <p>Explain similarities and differences between crime & punishment in different time periods</p>	<i>“How has Greek life, achievements and their influence affected the modern western world?”</i>	<p>Developing teamwork skills and communication with others when working in groups.</p> <p>Making verbal contributions in class in a range of tasks</p> <p>Developing their written communication skills in answering questions and in longer pieces of writing</p>
Year 7					
Topics of Study	Chronological Understanding	Range and depth of historical knowledge and understanding	Historical interpretation	Historical enquiry/investigation	Presenting, organising and communicating
<u>Norman Conquest- 1066</u>	The legacy of Norman culture to this day in	Describe two ways in which Norman castles were used.	Explain the historical significance of 1066 and how Britain went under Norman rule by Right of	<i>“Was Edward the Confessor responsible for</i>	Pupils demonstrate understanding of motte



	<p>England. Specifically to understand the creation of the Feudal System and its enforced inequality on a population. This extends to other ways in which the Normans maintained control of Britain such as The Harrying of the North.</p> <p>Write an account of the Battle of Stamford Bridge – ensuring you include key words, terms and phrases.</p> <p>Compare Harold’s army with William’s. In what ways were they different?</p>	<p>Explain how the Norman Conquest affected people in different ways (an Anglo-Saxon landowner, an ordinary peasant and a Norman baron).</p> <p>Compare Anglo-Saxon methods of control with Norman methods.</p>	<p>Conquest</p> <p>Examine sources and interpretations relating to the death of King Harold and judge how trustworthy they are.</p> <p>Analyse an interpretation written by Simeon, a monk who lived in the north of England, in Durham Priory.</p>	<p><i>the Norman Conquest?</i></p> <p><i>“Why were the other contenders unsuccessful in their claim to the throne”</i></p> <p><i>“How did William the Conqueror maintain control of England after the Battle of Hastings?”</i></p>	<p>and bailey castles and stone castles through an independent construction project.</p> <p>Creatively portray key battles of history such as the Battle of Stamford Bridge through writing, storyboard drawings and acting.</p> <p>Assessment through an extended piece of writing (20 marks) answering the enquiry- <i>“How did William the Conqueror maintain control of England after the Battle of Hastings?”</i></p>
<p><u>Medieval life</u> Magna Carta King John Black Death</p>	<p>Look back at the early motte and bailey castle built around 1066. Compare it to the concentric castle. Outline how castles changed between 1066 and the 1400’s.</p>	<p>What was the difference between a page and a squire? Describe two features of a knight’s training.</p>	<p>Assess whether ornot Medieval Life was ‘nasty, brutish and short’ depending on the character that pupil has written for (e.g Lord,</p>	<p><i>“Was Medieval Life really ‘nasty, brutish and short’ for everyone?”</i></p> <p><i>“How was religion used</i></p>	<p>Pupils will roleplay their own Medieval villager and interact with their peers as other medieval villagers each with specific roles</p>



	<p>Using Linking words to ensure Historical narratives flow – connectives word bank and chronological order reminder.</p>	<p>Compare the ways that rich people and poorer people had fun in the Middle Ages.</p>	<p>Blacksmith or Villein)</p> <p>Source work analysis focussing on answering the enquiry: <i>“Was Medieval Life really ‘nasty, brutish and short’ for everyone?”</i></p> <p>Study a 19th Century painting of the murder of Thomas Becket – what impression of Becket do you think the artist was trying to create?</p>	<p><i>to control the behaviour of people?”</i></p> <p><i>“In what way did the role of a person in a Medieval village determine their quality of life?”</i></p>	<p>related to the feudal system.</p> <p>Regular opportunities for creative writing from the first person perspective of their medieval character stimulating a sense of historical emersion in the topic.</p> <p>Produce multiple examples of creative writing set from the 1st person perspective of a medieval character As pupils are roleplaying villagers on opposing ends of the spectrum of wealth this generates the opportunity for discussion and debate.</p>
<p><u>Tudor Dynasty</u> Henry 8th Dissolution of monasteries</p>	<p>This unit continues on themes introduced earlier around the succession of kings and queens as well as the struggle for power and deceit and manipulation.</p> <p>Specifically pupils will learn about Henry VIII and</p>	<p>Respond to challenging historical questions about prominent figures by effectively utilising written and visual sources about them.</p> <p>Explain the legacy of Henry VIII and how the first Reformation of the Churches in England created struggle</p>	<p>Explain how a poem written by Thomas More is useful to a historian studying Henry VIII at the time of his coronation.</p> <p>Study two sources to say what you can infer about how Henry VIII wanted to be portrayed, and about his character.</p>	<p><i>“What makes Henry VIII one of the most famous kings in history?”</i></p> <p><i>“Why did Henry VIII create himself a new religion and enforce it across the nation?”</i></p>	<p>This topic has multiple enquiries and requires the pupils to engage with a range of sources. Assessment through source analysis is completed through both picture and written information extraction.</p>



	<p>his role as a religious leader. This directly ties into The Protestant Movement and Henry's Dissolution of Catholic Monasteries.</p> <p>Write a letter to Katherine Parr, including details of Henry's previous marriages.</p>	<p>between Catholics and Protestants for generations ahead.</p> <p>Question actions of prominent monarchs and leaders placed within contextual knowledge of the time period.</p>		<p><i>"Were the Catholic monasteries really corrupt?"</i></p>	<p>Responding to historical questions is a focal skill in this unit as pupils are faced with difficult enquiries that do not have clear cut answers. Therefore the development of justification and explanation through evidence is crucial.</p>
Year 8					
Topics of Study	Chronological Understanding	Range and depth of historical knowledge and understanding	Historical interpretation	Historical enquiry/investigation	Presenting, organising and communicating
<p>Stuart Reign Elizabeth 1st Gunpowder Plot and English Civil War</p>	<p>This first Year 8 history topic shows the continued religious struggle between Catholics and Protestants influenced by monarch's abuse of power and the divine right of kings which was ultimately challenged when Charles I came into power and took advantage of his position.</p> <p>Pupils study the</p>	<p>In your own words, explain what is meant by the 'Divine Right of Kings'.</p> <p>Explain two ways in which Spain's fleet and England's fleet were different.</p>	<p>This topic has multiple enquiries and requires the pupils to engage with a range of sources. Assessment through source analysis is completed through both picture and written information extraction.</p> <p>Explain what you can infer from a range of sources</p>	<p><i>"Were the Gunpowder Plotters Framed?"</i></p> <p><i>"What were the main causes of the English Civil War?"</i></p> <p><i>"Should Charles I be executed?"</i></p> <p><i>"Was Oliver Cromwell a Hero or a Villain?"</i></p>	<p>Responding to historical questions is a focal skill in this unit as pupils are faced with difficult enquiries that do not have clear cut answers. For example: <i>"Was Oliver Cromwell a Hero or a Villain?"</i></p> <p>Pupils are assessed through completing an independent research project into the life of Oliver Cromwell and responding to a complex</p>



	<p>Interregnum and Cromwell's role as a Parliament leader in the eventual replacement of a monarch.</p> <p>Put the important dates in order and write about what happened each year.</p>		<p>about Queen Elizabeth and how she wanted to be portrayed.</p> <p>Read a description of James I written in 1650 by Sir Anthony Weldon, summarise his view of the King and why he might think this way.</p>		<p>enquiry question.</p>
<p><u>Atlantic Slave trade</u> British empire and the occupation of East India, Australia</p>	<p>Whilst this topic has multiple enquiries the primary focus is on whether the British Empire was a positive influence on the world or a negative influence.</p> <p>What's the difference between the anti-slavery law passed in 1807 and the one in 1833.</p>	<p>Critically analyse contrasting pieces of evidence and form my own opinions on historical events.</p> <p>Question the validity of every piece of source material considering the uses and limitations.</p> <p>Describe the difference between a slave auction and a slave scramble.</p>	<p>Explain the historical significance and impacts of the Atlantic Slave Trade on North America and Africa.</p> <p>Study the vandalized statue of Edward Colston – it was intended for Colston to be remembered as a charitable person, explain why not all historians agree with this interpretation.</p>	<p><i>“Who benefitted from the Atlantic Slave Trade and who suffered”</i></p> <p><i>“How was the British Empire used by companies in advertising products?”</i></p> <p><i>“Was the British Empire beneficial for the growth of India?”</i></p>	<p>Assessment through source analysis is completed through both picture and written information extraction.</p> <p>Pupils tackle a more mature subject reflecting their approaching transition into high school. They will be required to consider the sensitivity of the Atlantic Slave Trade and consider the long term implications.</p> <p>Picture source work is more sophisticated as pupils question why British products depicted</p>



					indigenous populations in a often derogatory manner.
<p><u>Victorian Britain</u> Is the Empire something to be proud of?</p>	<p>Explain how Bradford expanded between 1800 and 1873.</p> <p>How is your daily life different from a child's in the early 1800's?</p>	<p>Critically analyse contrasting pieces of evidence and form my own opinions on historical events.</p> <p>Question the validity of every piece of source material considering the uses and limitations</p>	<p>Study the quote from Nehru, give two things you can infer about his opinion of British rule in India.</p> <p>Suggest one reason Interpretation C and D give different views about the impact of British control of the British Empire.</p>	<p>“Victorian Britain was a place in which the British public could be proud.”</p> <p>How significant was the coal mining industry for the population of Britain?</p>	<p>This unit is designed to prepare Year 8 pupils for their first topic in Year 9 at high school.</p> <p>A series of 3-4 lessons explore the content before they sit a transition piece of extended writing.</p>