



Intent

The History curriculum seeks to impart powerful knowledge to students by uncovering abstract concepts, professing to be truths, in history's diverse civilisations, world views and epochs. Developing a deep understanding of changing historical contexts and the interconnectivity and complexity of the lives of people, groups and societies; it seeks to inspire pupils' curiosity and teach young minds to think, theorise, challenge and explore confidently and articulately ready for the ever-changing landscape of their future.

We will prepare students to study history at higher levels through a broad and balanced curriculum that provides a foundation of secure contextual knowledge, cultural literacy, abstract terms and historical concepts. It will focus on progressive programmes of study that empower young learners by embedding increasingly comprehensive levels of understanding.

Year 7 develops understanding of monarchical, autocratic, imperial and religious power, agricultural, feudal and trade wealth, religious cultures, feudal and native lifestyles, introduces history disciplinary concepts

Year 7 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge	vocabulary		Scaffolding	Assess address
Term 1 Where does power lie? What is life like for people? How is wealth created?	Climate and human development Chronology Timelines Migration in Britannia	Environment Chronology Economy Society Civilisation Politics Archaeology		Timelines Continuity and change – sense of time Consequence – social/economic/political Interpretations – history is not fixed	Migration Legacy Decade Century	Viking Roman Anglo-Saxon trade	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down (“chunked”) by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling Prompts for tasks/sentence starters	<ul style="list-style-type: none"> • starter retrieval • at least one extended writing with address task per term or check of complex concepts • address misconceptions through Q&A and books • check SPaG • whole class feedback sheets to provide next steps • teacher green pen feedback • student purple pen/ address and improve • www-ebi used • CUPS marking • Marking at least 2x a term
Term 2 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Islamic golden age Crusades Battle of Hastings Norman Conquest	Social Political economic Monarchy Hierarchy	Christianity Church Conquest Architecture	Significance – introduction to concept that people value things in different ways Causation – understand that causes are not inevitable and only one thing causes it Continuity and change – change is not one dimension and depends on area and aspect Interpretations – historians don't show the whole past	Ethnicity Agriculture Islam Crusades Muslim Baghdad Holy land	Invasion Contender Trade Silk road Earl Noble Castle		
Term 3 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Norman conquest Religion and power in the Medieval period	Agriculture Economy Christianity Monarchy Hierarchy	Noble Peasant Church Feudal	Continuity and change – change is not one dimension and depends on area and aspect Sources – value depends on the question being asked Interpretations – historians cannot show the whole past	Manor Village Subsistence Feudal Baron Doom painting	Catholic Trade Mortality Heaven hell Inference Source Christian Medieval		
Term 4 Where does power lie? What matters to people?	War of the Roses Tudor religious changes	Christianity Church Protestant Catholic Tudor Monarchy Reformation		Causation – multiple causes, interrelated, not simply a person who does stuff, it interacts with the world Sources – value depends on the question being asked	Rome Pope Priest Protestant Catholic Medieval Divorce	Monastery Monk Dissolution Heresy Divine Reformation Luther		
Term 5 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Renaissance	Renaissance Trade Society Science Shakespeare	Drake Crusades Reformation Culture Enlightenment	Causation – causes of past events are generated by historians' reasoning (significance as meta-concept here) Sources – 1. Evidence is interrogated constructed into the past 2. historians collect evidence from multiple sources to construct past Interpretations – significance changes views	Merchant Silk road Trade Great chain of being Islam Muslim	Crusades Printing press Commerce Reformation Shakespeare Exploration		
Term 6 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Native Nations of the Americas	Puritan Exploration New World Society Economy	Capitalism Conflict Empire agriculture	Interpretations – are linked to the context in which they are written Similarity and difference – cultural identities Causation – year test	Trade Silk road Ottoman Empire Drake Sioux	Raw materials Commerce Hunter gatherer Sustainability		



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 Year 8 builds on understanding of power seeing autocratic power shift to democratic power and equality, feudal economy is replaced by capitalism, religion gives way to rights, agrarian feudal lifestyles give way to urban industrial overcrowding.

Year 8 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge	vocabulary		Scaffolding	Assess address
Term 1 Where does power lie?	Political power Monarchy to democracy	Monarchy Autocracy Democracy Human rights Dictatorship	Parliament Republic Civil war Political	Continuity and change – Flows of change – change is not linear and changes scale	Anarchy Constitutional monarchy Representative government Republic Absolute monarch	Tolerance Equality Magna carta Roundhead Cavalier Cromwell Bill of rights Revolt	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down (“chunked”) by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading	<ul style="list-style-type: none"> • starter retrieval • at least one extended writing with address task per term or check of complex concepts • address misconceptions through Q&A and books • check SPaG • whole class feedback sheets to provide next steps • teacher green pen feedback • student purple pen/ address and improve • www-ebi used • CUPS marking • Marking at least 2x a term
Term 2 What is life like for people? How is wealth created? What matters to people? Where does power lie?	Industrial revolutions	Social economic industry urban revolution empire	Environment Class Parliament Civilisation Enclosure Politics Agriculture	Significance – Criteria changes over time Continuity and change – continuity scale Interpretations – Legitimate differences with historians	Agrarian Rotation Fallow Revolt Industry Climate	Pollution Factory Consumerism Suffrage Cotton Sanitation	Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides	
Term 3 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Ancient Africa, Slavery Abolition	Economy Capitalism Trade New World Resistance Exploitation Civilisation		Interpretations – Identifying/evaluating, interrogating to come to conclusions about history Sources – historians use sources to answer questions	Kush Ghana Axum Mali Zimbabwe Slavery Trade triangle Cotton	Plantation Middle passage Raw materials Boycott Abolition Petition Quaker	Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling Prompts for tasks/sentence starters	
Term 4 Where does power lie? What is life like for people? What matters to people?	Civil rights in the USA	Civil war Civil rights Resistance Constitution Renaissance Racism		Sources – Inference, enquiry, how historians use sources to answer a question	Emancipation Negro Segregation Jim Crow KKK Desegregation	Amendment Boycott Confederate Harlem Lynching Blues		
Term 5 Where does power lie? What is life like for people? What matters to people?	Civil rights in the UK	Civil rights LGBT rights Women’s rights Sexism Racism Bigotry Resistance		Under construction	Boycott Misogyny	Under construction		
Term 6 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Empire	Civil rights Decolonisation Resistance		Under construction		Under construction		



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Year 9 develops understanding of different ideologies of where power lies, different ideologies of economic systems such as capitalism and communism, civil rights give way to priorities in lifestyle choices, total war and capitalism define a secular Western lifestyle								
Year 9 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge	vocabulary		Scaffolding	Assess address
Term 1 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Causes of World War I	Unification Militarism Nationalism Alliances Imperialism	Economy Capitalism Exploitation Empire	Causation – How historians build up complex understandings, long/short/trigger Interpretations – influence of context	Scramble for Africa State Dreadnought Naval race Encircled	Bismarck Colonisation Conference Treaty Trade Entente	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down (“chunked”) by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading	<ul style="list-style-type: none"> • starter retrieval • at least one extended writing with address task per term or check of complex concepts
Term 2 What is life like for people? How is wealth created? What matters to people? Where does power lie?	Diversity in World War I Effects of war on society and Russia	Discrimination Suffrage Feudal Hierarchy Communism Capitalism	Socialism Left-right politics	Continuity and change – change not fixed, theories influence events Similarity and difference – focus on difference within the same time period	Shell shock Diversity Disability Tsar Orthodox	Bolshevik Stalin Political spectrum Eastern front western front	Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling Prompts for tasks/sentence starters	<ul style="list-style-type: none"> • address misconceptions through Q&A and books • check SPaG • whole class feedback sheets to provide next steps • teacher green pen feedback • student purple pen/ address and improve • www-ebi used • CUPS marking • Marking at least 2x a term
Term 3 What is life like for people? How is wealth created? What matters to people?	Roaring 20s Wall street Crash	Economy Capitalism Trade Leisure Segregation Racism Gender Cycle of prosperity	Women’s rights Laissez faire Stock market Weimar republic Spiral of Depression	Continuity & change – one can pull in different directions Interpretations – depend on interests of historians Causation - one thing can cause differences effects	Mass production Protectionism Trade Prohibition Consumerism Stock shares Crash	Boom bust Lynching Flapper LGBTQ Mutiny Abdicate Jazz Finance Investment		
Term 4 Where does power lie? How is wealth created? What is life like for people? What matters to people?	Depression 30s	Democracy Proportional representation FPTP Keynesian economics	Austrian economics Depression Trade unions Capitalism	Interpretations –evidence produces different results	Constituency Reichstag Public works Unemployment Race science Glass ceiling	Hooverville Capitalism Boom bust Recession Eugenics Aryan		
Term 5 Where does power lie? What is life like for people? What matters to people?	Similarity in World War II Holocaust Genocides	Racism Anti-Semitism Migration Holocaust Discrimination Genocide		Interpretations –evidence produces different results Continuity and change – under construction	Deportee Blitz Rationing Home front Night of breaking glass Final solution	Dresden Nagasaki Hiroshima Atomic bomb Graferneck Pogrom Concentration		
Term 6 Where does power lie? What is life like for people? How is wealth created? What matters to people?	Post-war Britain	Welfare Leisure Rights		Under construction	NHS Welfare state			