

## HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>My local area</b>	<b>Our Community</b>	<b>Family and Community</b>	<b>Wider World</b>	<b>Wider World</b>	<b>Wider World</b>
Enquiry Question	I wonder who I will become?	I wonder what is important to my community?	I wonder who I will become?	I wonder who shares our home?	I wonder how the world needs me?	I wonder who shares our world?
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To create a timeline of their family.</li> <li>To compare how we have changed over time.</li> <li>To compare schools and how they have changed over time.</li> <li>To explore what has changed since birth.</li> <li>To predict what will happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the roles and history of the royal family.</li> <li>To explore British wildlife and how it has changed over the years and why.</li> <li>To compare Christmas in the present and Christmas in the past.</li> <li>To explore and identify how things have changed over time: -Toys -Clothes.</li> </ul>	<ul style="list-style-type: none"> <li>To learn the importance of Amelia Earhart and her role in society.</li> <li>To explore the Wright Brothers and their importance in aviation.</li> <li>To compare and comment on images from the past/families/emergency vehicles.</li> <li>To explore different occupations.</li> <li>To create a timeline of David Attenborough's life.</li> </ul>	<ul style="list-style-type: none"> <li>To create a recount of a school experience (farm trip).</li> <li>To explore farm animals.</li> <li>To learn what food is produced on a farm.</li> <li>To compare and comment on images from farming in the past.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate where our food comes from.</li> <li>To understand the journey from grower to consumer.</li> <li>To explore how the area has changed.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of Nelson Mandela and his role in society.</li> <li>To explore how the Earth has changed over time.</li> </ul>
End Point	Talk about the lives of people around them and their roles in society. Know some similarities and difference 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.					
Key Misconceptions	School was the same in the past as it is now. Schools had smartboards in the past.	We have a queen and a king in the UK.	Emergency vehicles look the same as they did 100 years ago.  A biplane is kite.	Food is made at the supermarket.  Farm animals are wild animals.	Food is made at the supermarket.  All food comes from the UK.	Nelson Mandela is alive now and from our country.
Core Key Words	compare physical plastic timeline	invention king queen royal technology	Amelia Earhart biplane emergency naturalist occupation	materials produce technology	foreign originate transport	discrimination freedom Nelson Mandela president

**History KS1 (Cycle A)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Topic	<b>Significant Individuals – Magna Carta</b>	<b>Events beyond living memory – World War I</b>	<b>Own Locality - Liquorice</b>	<b>Changes within living memory – Change in Technology</b>	<b>The lives of significant individuals in the past: Rosa Parks &amp; Emily Davison</b>
Enquiry Question	Why was the Magna Carta important for English people?	Why is it important to remember the people who have been affected by conflict?	How has liquorice been good for the people of Pontefract?	Has technology changed our lives for the better?	How did Rosa Parks and Emily Davison help to overcome inequality?
Key concepts	History 1: I can understand why historical people and events are important.  History 4: I can spot similarities and differences within and between parts of history.	History 1: I can understand why historical people and events are important.  History 4: I can spot similarities and differences within and between parts of history.	History 1: I can understand why historical people and events are important.  History 2: I can understand how some historical events made other events happen.	History 2: I can understand how some historical events made other events happen.  History 3: I can decide whether a historical source will help me learn about a time in history.  History 4: I can spot similarities and differences within and between parts of history.  History 6: I can explain my thoughts about my learning in history.	History 3: I can decide whether a historical source will help me learn about a time in history.  History 4: I can spot similarities and differences within and between parts of history.  History 5: I can put events in history in time order.  History 6: I can explain my thoughts about my learning in history.
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain what the Magna Carta is and why King John I resisted signing it.</li> <li>To compare the rights given in the Magna Carta to the rights we have today.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why Remembrance Sunday is a significant event.</li> <li>To compare the jobs available to women during World War I to the jobs available to women today.</li> <li>To explain some of the freedoms we have today.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why liquorice was harvested in Pontefract.</li> <li>To explain how liquorice impacted people who lived in the town.</li> <li>To explain how liquorice continues to impact the town.</li> </ul>	<ul style="list-style-type: none"> <li>To compare the similarities and differences between technology in the past and present.</li> <li>To compare the similarities and differences between the life of a child in the past to their own.</li> </ul>	<ul style="list-style-type: none"> <li>To ask pertinent questions to find out about the lives of historical figures and their achievements.</li> <li>To understand and explain who Rosa Parks is and how her actions led to the advancement of the rights of Black Americans.</li> <li>To understand and explain who Emily Davison is and how her actions led to the advancement of the rights of women in England and the suffragette movement.</li> <li>To draw comparisons between Emily Davison and Rosa Parks' lives and aims.</li> <li>To consider the impact and successes of these two activists.</li> </ul>
End Point	To understand and explain why the Magna Carta was important for English people's rights and to talk about the rights they have today.	To understand why the people affected by conflict should be remembered and explain how these people have impacted present individual liberty and freedom.	To explain how liquorice has been used and why this was and still is important to the people of Pontefract.	To explain how technology has changed over time and to make comparisons between the use of technology in the past and present.	To draw appropriate comparisons between the lives, activism and achievements of Rosa Parks and Emily Davison.
Prior Knowledge	In EYFS pupils will have learnt about the role the royal family play and about school and classroom routines and rules which affect them.	Pupils will have studied some aspects of the past which is beyond their living memory.  Pupils may have a familiarity with remembrance through whole-school events.	Pupils will have some knowledge of present-day Pontefract as it is the location of their school and potentially their home.	From EYFS, pupils will have studied toys and clothes of the past and explored how these have changed during our living memory.	Pupils will have encountered Nelson Mandela and his battle with discrimination and inequality, and challenging social injustice through actions for which he was arrested which they will relate to Parks & Davison's civil disobedience.

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			Pupils may have attended the annual PonteFract Liquorice Festival.  From EYFS, pupils will have previously studied what is important to their community.	They will also have studied how the technology of farming has changed over generations.	
<b>Key Misconceptions</b>	That the King wanted to sign the document.  That all people have equal rights and treated equally now.	Pupils understanding of time e.g. last week, month, year.  That war is an issue associated with the past.  That Remembrance Sunday is only to remember soldiers.	Pupils may associate liquorice 'farming' with other experiences of farms/farming.	Pupils understanding of time e.g. last week, month, year.  That there was no electricity because tablets, game stations etc. did not exist.	Rosa Parks and Emily Davison are figures in the present.  Rosa Parks and Emily Davison are considered contemporaries, despite Davison dying the year Parks was born.  These two activists oversaw the end of racism or sexism.
<b>Core Key Words</b>	barons charter document justice king rights	armistice conflict memorial remembrance veteran	confectionary harvest liquorice medicinal tourists town	accessibility advanced evolved technology	activist boycott civil rights defiance equality rights segregation

### History KS1 (Cycle B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Changes within living memory – Changes in my Family</b>	<b>Significant individuals – Neil Armstrong</b>	<b>Events beyond living memory - Explorers</b>	<b>Own Locality – Coal Mining</b>	<b>Significant Individuals – Mary Seacole and Edith Cavell</b>	<b>Events beyond living memory</b>
<b>Enquiry Question</b>	How have me and my family changed over time?	How did Neil Armstrong impact the world?	How did Amundsen and Scott impact the world?	Why was coal mining important to PonteFract?	What led to Mary Seacole and Edith Cavell becoming wartime nurses?	How did the Great Fire of London change the way England looks now?
<b>Key concepts</b>	History 4: I can spot similarities and differences within and between parts of history.  History 5: I can put events in history in time order.	History 1: I can understand why historical people and events are important.  History 3: I can decide whether a historical source will help me learn about a time in history.  History 5: I can put events in history in time order.	History 1: I can understand why historical people and events are important.  History 2: I can understand how some historical events made other events happen.  History 5: I can put events in history in time order.	History 3: I can decide whether a historical source will help me learn about a time in history.  History 4: I can spot similarities and differences within and between parts of history.  History 6: I can explain my thoughts about my learning in history.	History 1: I can understand why historical people and events are important.  History 6: I can explain my thoughts about my learning in history.	History 2: I can understand how some historical events made other events happen.  History 4: I can spot similarities and differences within and between parts of history.  History 5: I can put events in history in time order.
<b>Key Knowledge and skills</b>	<ul style="list-style-type: none"> <li>To be able to order chronologically on a timeline.</li> <li>To ask questions to find out about a person's life in the past.</li> <li>To explain some of the similarities and differences between the experiences of their parents and grandparents growing up compared to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to create a timeline of events.</li> <li>To explain why Neil Armstrong's walk on moon was important.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to create a timeline of events.</li> <li>To explain why Amundsen and Scott were significant in the race to the South Pole.</li> <li>To explain how reaching the south pole impacted our understanding of the Antarctic.</li> </ul>	<ul style="list-style-type: none"> <li>To explain what it was like to work down a mine.</li> <li>To choose and use parts of stories and sources presented to them to explain why the mine was important to PonteFract</li> </ul>	<ul style="list-style-type: none"> <li>To explain who Mary Seacole was and the impact she had during the Crimean War.</li> <li>To explain who Edith Cavell was and the impact she had during World War I.</li> <li>To compare Mary Seacole and Edith Cavell focusing on how their backgrounds impacted their decisions to become wartime nurses.</li> </ul>	<ul style="list-style-type: none"> <li>To place events of The Great Fire of London on a chronological timeline.</li> <li>To compare and describe the differences between houses now and then.</li> <li>To explain how the fire service has changed.</li> </ul>
<b>End Point</b>	To understand how they themselves have changed over time by making comparisons between the past and present. To understand the chronological order of timelines.	To understand and explain, using their knowledge from a range of sources, why Neil Armstrong was a significant person and how he impacted the world.	To understand and explain, using their knowledge from a range of sources, why Amundsen and Scott were historically significant people and how they impacted the world.	To understand and explain, using their knowledge from a range of sources, why coal mining was important for people who lived in PonteFract.	To understand and compare how Mary Seacole and Edith Cavell's personal determination saw them become wartime nurses and impacted their careers and lives.	To explain how the fire was able to spread through London at a rapid rate and describe how this influenced modern day fire services.
<b>Prior Knowledge</b>	In EYFS, pupils will have studied how their family has changed over time, including through a timeline and comparing how them and their school.	In EYFS, Pupils will have studied aviation firsts, such as the achievements of the Wright Brothers and Amelia Earheart.	Last half-term, pupils have studied Armstrong and how his significance relates to his pioneering steps to a new place.  Pupils will be able to locate and describe some physical features of Antarctica as they have previously studied continents in Geography.	In EYFS, Pupils will have studied aviation firsts, such as the achievements of the Wright Brothers and Amelia Earheart.  Pupils have studied some physical features of PonteFract in Geography.  Pupils may have some knowledge from relatives who used to work at the mine.	Pupils will have studied people who help us in EYFS. They will have investigated the very basic role of a nurse and how they help people.	In the last half-term, pupils will have studied two wartime nurses and will be familiar with the concept of today's emergency services.  Additionally, in learning about 'People who help us' in EYFS, pupils also studied emergency vehicles and how they've changed over time.
<b>Key Misconceptions</b>	Pupils understanding of time e.g. last week, month, year.	Neil Armstrong is the only man to walk on the moon.	Pupils may confuse the 'race' element of the unit, believing Amundsen and Scott were literally running.	The colliery is still in PonteFract but is no longer active.  Pupils may associate 'The Prince of Wales' with The Prince of Wales Hospice which school works closely with.	That all nurses were asked and sent to help within a war.  Both nurses supported in the same war.	Fires can no longer spread.  The fire service stopped the Great Fire of London.
<b>Core Key Words</b>	adult baby child family	Apollo 11 astronaut Moon moon landing	Antarctica century explorer / exploration fossil	coal colliery heritage mine / mining	battlefield Crimean War injured nurse	capital city flammable London straw

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relatives teenager toddler	space	South Pole station	Ponte Fract Prince of Wales town	patients soldiers war World War I	wood
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### History LKS2 (Cycle A)

	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Law and Order: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</b>	<b>A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</b>	<b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</b>
Enquiry Question	How has crime and punishment throughout history inspired the British justice system today?	How has the Maya civilisation influenced modern day society?	How did life vary for different people within the Egyptian civilisation?
Key concepts	History 2: I can understand how events in history can cause or influence other events.  History 3: I can evaluate the usefulness of sources and evidence.  History 4: I can compare similarities and differences within and between time periods.  History 5: I can use and show an understanding of chronology and sequencing events.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.	History 1: I can understand the significance of people and events in history.  History 4: I can compare similarities and differences within and between time periods.  History 5: I can use and show an understanding of chronology and sequencing events.  History 6: I can explain my historical opinion or reasoning.
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To understand the beliefs about crime and punishment from the Roman, Anglo-Saxon and Tudor periods.</li> <li>To compare and contrast the beliefs about crime and punishment within these time periods.</li> <li>To understand that the Victorians created a system of crime prevention.</li> <li>To compare the beliefs on crime and punishment of historical periods with modern-day Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance and roles of Maya Gods.</li> <li>To understand the Maya number system and explain how this has influenced the modern-day number system.</li> <li>To understand the role of farming in the Maya civilisation and draw comparisons to modern-day farming.</li> <li>To analyse the Maya diet including the importance of cacao.</li> </ul>	<ul style="list-style-type: none"> <li>To compare the roles of different people in Egyptian society.</li> <li>To understand the importance of mummification in Egyptian society.</li> <li>To understand and explain why Tutankhamun is a famous figure in history.</li> <li>To explore the life and role of Cleopatra as an influential female figure.</li> </ul>
End Point	To understand and explain how different time periods have inspired the modern British justice system.	To understand and explain how the Maya civilisation has influenced modern day society in terms of maths, faith, tracking of time and diet.	To understand and explain the roles and practices of various people in the Egyptian time period.
Prior Knowledge	In Key Stage 1, pupils studied the Magna Carta and considered how laws were put in place to control people's actions.  Pupils will also have studied Rosa Parks & Emily Davison and considered that their actions were considered crimes.	In EYFS, pupils studied farming and can draw on this knowledge when comparing Maya farming with modern farming.	Last term, pupils explored a non-European historical civilisation, the Maya, and will be familiar with establishing a fundamental understanding of an unfamiliar society.
Key Misconceptions	All periods of time have had some sort of police force.  Pupils understanding of the time periods and how long these lasted.  The Romans were only based on Rome.	The Maya were a made-up civilisation.  They used the word cocoa.  Tracking of time has only been possible recently with technology.	Tutankhamun is famous for being a successful pharaoh.  Pharaohs were only male.  Pupils understanding of the time periods and how long these lasted. Particularly, how long the Egyptians lasted for.
Core Key Words	Anglo-Saxon crime justice law punishment Roman Tudors Victorians	astronomy calendar God harvest maize Maya Mayan number system	after-life Egyptian mummification preservation pyramid reign

### History LKS2 (Cycle B)

	Autumn 1 and 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>The Roman Empire and its impact on Britain: Romans</b>	<b>Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxons &amp; Vikings I</b>	<b>A local history study: Democracy and Local Study</b>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Anglo-Saxons &amp; Vikings II</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history: World War II</b>
Enquiry Question	How did the Roman invasion have a lasting impact upon Britain?	How did the Anglo-Saxon invasion impact Britain today?	How did Ponte Fract play a role in modern-day democracy?	How did Viking life differ to other periods of history?	How did WWII have a lasting impact on Britain?
Key concepts	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 4: I can compare similarities and differences within and between time periods.	History 2: I can understand how events in history can cause or influence other events.  History 4: I can compare similarities and differences within and between time periods.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.	History 2: I can understand how events in history can cause or influence other events.  History 4: I can compare similarities and differences within and between time periods.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.

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	History 5: I can use and show an understanding of chronology and sequencing events.  History 6: I can explain my historical opinion or reasoning.	History 5: I can use and show an understanding of chronology and sequencing events.  History 6: I can explain my historical opinion or reasoning.	History 3: I can evaluate the usefulness of sources and evidence.  History 6: I can explain my historical opinion or reasoning.	History 5: I can use and show an understanding of chronology and sequencing events.	History 3: I can evaluate the usefulness of sources and evidence.  History 5: I can use and show an understanding of chronology and sequencing events.
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To understand where the Romans came from and how vast the Roman empire became.</li> <li>To understand and explain why the Romans invaded Britain.</li> <li>To understand why the British resisted invasion, including Queen Boudicca's role.</li> <li>To understand why and how the Romans built new roads and new towns in Britain.</li> <li>To understand the lasting impact of the Roman Empire on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To describe how and why Scots and Anglo-Saxons invaded Britain.</li> <li>To describe Anglo-Saxon architecture and the influence this has today.</li> <li>To explore the religious beliefs of Anglo-Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the role Pontefract played in the voting system.</li> <li>To compare past and present voting systems.</li> <li>To explain the history of Pontefract Castle.</li> </ul>	<ul style="list-style-type: none"> <li>To explain when and where the Vikings came from and why they raided Britain.</li> <li>To identify and explain key aspects of Viking life.</li> <li>To explain how Viking life was different to other periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and explain the foundations of World War II, including countries involved and key figures.</li> <li>To understand and explain the key events of World War II.</li> <li>To understand the significance of the Battle of Britain.</li> </ul>
End Point	To understand and explain how the Roman invasion influenced and continues to influence British life.	To understand and explain how the Anglo-Saxon invasion impacted architecture of buildings and the English language.	To understand and explain how Pontefract impacted democracy nationally.	To understand and compare how Viking life had similarities and differences to other periods of time.	To understand and explain the key events that caused World War II to begin and continue until 1945.
Prior Knowledge	Pupils who have learnt Cycle A will have explored crime and punishment through a range of eras in Britain, including Romans and will have a familiarity.	Pupils who have learnt Cycle A will have explored crime and punishment through a range of eras in Britain, including Anglo-Saxons and will have a familiarity.  Pupils may have been on tours to Pontefract Castle and have knowledge of facts about the castle – another local historical landmark which was built, in 1070, on an Anglo-Saxon manor.	In KS1, pupils will have studied liquorice and coal mining as significant facets of their own town and in doing so, may be familiar with the town's history as it is extended to include a local study.  Pupils may have been on tours to Pontefract Castle and have knowledge of facts about the castle – another local historical landmark.	Pupils who have learnt Cycle A will have explored crime and punishment through a range of eras in Britain, including Anglo-Saxons and will have a familiarity.  Pupils may have been on tours to Pontefract Castle and have knowledge of facts about the castle – another local historical landmark which was built, in 1070, on an Anglo-Saxon manor.	In KS1, pupils will have studied remembrance and the impact of WW1.
Key Misconceptions	The Romans only lived in Rome.  The Roman empire occurred in one invasion.  Britain supported the Roman empire at the start.	The Anglo-Saxons did not settle in Britain after their invasion.  The Anglo-Saxons did not change the British way of life.	The castle is an old building that has only been used for tours.  The secret ballot first took place in London.  An election is always fair.	The Vikings came over to Britain and left straight away.  The Vikings wore horned helmets.	World War II was just between Germany and Britain.  Britain's first option was to go to war with Germany.  The Blitz lasted every night for six years.
Core Key Words	conquer conquest Europe invasion rebellion resistance Roman Empire Rome	Anglo-Saxon architecture invasion language religion Scots society	ballot democracy national parliament secret voting	farm goods helmet invasion long ship Viking wealth long ship	evacuation governments Holocaust Nazi Party Prime Minister rationing World War II

### History UKS2 (Cycle A)

	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	<b>A non- European society that provides contrast with British history: Thematic Study of Space</b>	<b>A non- European society that provides contrast with British history: Early Islamic Civilisation</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Victorians</b>
Enquiry Question	How has space travel developed since the mid-1950s to modern day?	How did the early Islamic civilisation become such a major world power?	How has the Victorian period impacted modern day society?
Key concepts	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 5: I can use and show an understanding of chronology and sequencing events.  History 6: I can explain my historical opinion or reasoning.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 3: I can evaluate the usefulness of sources and evidence.  History 4: I can compare similarities and differences within and between time periods.  History 5: I can use and show an understanding of chronology and sequencing events.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 3: I can evaluate the usefulness of sources and evidence.  History 4: I can compare similarities and differences within and between time periods.  History 6: I can explain my historical opinion or reasoning.
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain and sequence the key historical events of the late 1950s and 1960s.</li> <li>To gather and evaluate a range of sources while researching a key British historical event.</li> <li>To compare and summarise key information about space travel.</li> <li>To use a range of sources to compare similarities and differences in space travel between the 1960s and modern-day.</li> <li>To explore the roles of key individuals in 1960s space travel.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the importance of Baghdad in the early Islamic civilisation.</li> <li>To understand the life in an early Islamic civilisation city with emphasis on how a caliph ruled their cities.</li> <li>To research how the House of Wisdom played a role in the discoveries of early Islamic scholars and how these impact on the modern day.</li> <li>To identify and explain the different forms of Islamic art and their significance.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the life of a Victorian at the start of the era through exploration of historical sources.</li> <li>To research and examine the life of Queen Victoria.</li> <li>To examine how Victorian inventions have developed over time.</li> <li>To understand how and why Victorian transport systems developed.</li> <li>To explore the impact of the Industrial Revolution.</li> </ul>

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	<ul style="list-style-type: none"> <li>To explore the roles of key individuals in 2020 onwards space travel.</li> </ul>	<ul style="list-style-type: none"> <li>To research how the early Islamic civilisation established itself as a major power, including through trade.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the medical advancements of the Victorian era.</li> <li>To evaluate how technological advancements of the Victorian era are evident today.</li> </ul>
End Point	To compare the events of the 1950/60s in terms of space travel and predict how space travel may potentially look in the future.	To understand and explain the manner in which the early Islamic civilisation became a world power.	To compare and contrast the Victorian period with life in modern Britain.
Prior Knowledge	From KS1, pupils will have studied Neil Armstrong's walk on the moon and the importance of this event and, as such, will have some context for this unit as an American feat of space travel.	In LKS2, pupils explored a non-European historical civilisation, the Maya, and will be familiar with establishing a fundamental understanding of an unfamiliar society.  In LKS2, pupils also explored a different early civilisation in learning about Ancient Egypt and will therefore be familiar with some key ideas around a civilisation.	In LKS2, pupils learnt about crime and punishment through a range of eras in Britain, including the Victorian era, so will have a familiarity.
Key Misconceptions	The space race was between every country / Britain was in the space race.  We have always been able to go into space.  Technological developments have had no impact on the ability to venture into space.	The early Islamic civilisation has no influence on modern day society.  The Islam referred to in this History unit is different to Islam in the modern era / in R.E. lessons.	The Victorian era was very recent, and immediately precedes current royals such as Queen Elizabeth II and King Charles III.  The Industrial Revolution was exclusively either a positive or negative thing, not accounting for the increase in technology or the increase in working demands/pollution.
Core Key Words	astronaut cosmonaut moon landing Soviet Union Space Race technology	Baghdad Caliph House of Wisdom Islamic art learning scholars Silk Road	industry Industrial Revolution manufacturing Revolution Steam power Queen Victoria

### History UKS2 (Cycle B)

	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world: Ancient Greece.</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history: World War Two.</b>	<b>Changes in Britain from the Stone Age to the Iron Age: Stone Age, Bronze Age and Iron Age.</b>
Enquiry Question	To what extent did the ancient Greeks impact modern day society?	How were people impacted during World War II?	What were the differences in aspects of life for different people across the Stone Age, Bronze Age and Iron Age?
Key concepts	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 4: I can compare similarities and differences within and between time periods.  History 5: I can use and show an understanding of chronology and sequencing events.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 3: I can evaluate the usefulness of sources and evidence.  History 5: I can use and show an understanding of chronology and sequencing events.  History 6: I can explain my historical opinion or reasoning.	History 1: I can understand the significance of people and events in history.  History 2: I can understand how events in history can cause or influence other events.  History 4: I can compare similarities and differences within and between time periods.  History 5: I can use and show an understanding of chronology and sequencing events.
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To understand and explain what life was like in ancient Greece.</li> <li>To explain the achievements of ancient Greece, including in politics, philosophy, medicine and culture.</li> <li>To explore the first Olympic games and what they symbolised.</li> <li>To explain the influence of ancient Greece on western society.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the build-up and outbreak of World War II.</li> <li>To explain and sequence the key events of World War II.</li> <li>To compare key historical figures during World War II.</li> <li>To understand the changes in the role of women in Britain during World War II.</li> <li>To understand and explain the evacuation process and the experiences of evacuees.</li> <li>To understand the life of a Jewish person during World War II.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how humans survived during the eras.</li> <li>To understand the key changes and differences between the three eras.</li> <li>To understand the changes in technology within and between the three eras.</li> <li>To understand the role religion played within the three eras.</li> <li>To explore and investigate prehistoric monuments.</li> </ul>
End Point	To understand and explain the impact of ancient Greece on modern day society.	To understand how people were impacted during World War II.	To understand and explain the key elements of the Stone Age, Bronze Age and Iron Age and the changes between them.
Prior Knowledge	From previous units, pupils should have an understanding of how other civilisations have impacted modern society and how ancient civilisations are still relevant today. They can use this to aid their comparisons with ancient Greece.	In LKS2, pupils will have explored some of the key events that occurred during World War II and will therefore have a foundational knowledge of the conflict and key aspects that took place, including by historical figures, supporting them in tackling the impact on people.	In LKS2, pupils will have studied some civilisations / eras that entered these studied ages, and will have also studied the Roman invasion of Britain, often considered the end of the Iron age, so will be familiar with this as a turning point in British history.
Key Misconceptions	The ancient Greeks had no impact on modern day society because they existed a long time ago.  Democracy is a modern-day term and method.  Greece and ancient Greece are the same.	The Blitz occurred constantly for 6 years.  Rationing meant that people did not get any food.  Aspects of WWI and WW2 could be mistaken or misplaced.	The three eras lasted for a similar amount of time.  All parts of the world reached these eras at the exact same time.  Pupils may confuse the sequencing of the three eras or think they're interchangeable.
Core Key Words	amphitheatre Athens city state democracy Persia philosopher Sparta	Adolf Hitler Evacuation Holocaust Nazi Party rationing Winston Churchill	Celts farming Homo sapiens Neanderthal Neolithic nomadic Stonehenge



## HISTORY

### History Year 7 (Key Stage 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Norman Conquest</b>	<b>Medieval Life and Religion</b>	<b>Medieval Power</b>	<b>The Tudors</b>	<b>Elizabeth I</b>	<b>The Stuarts and English Civil War</b>
Enquiry Question	How did the Normans Conquer England in 1066?	What role did the Church play in the lives of Medieval people?	How did the Church, Monarchy and People fight for power?	How did the Tudors change religion in England?	To what extent was Elizabeth I a successful monarch?	How did the Stuart monarchy lead to a change in democracy in England?
Key concepts	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain why William won at the Battle of Hastings.</li> <li>To explain how William used Motte and Bailey castles to control the English population.</li> <li>To explain the impact of the Harrying of the North.</li> </ul>	<ul style="list-style-type: none"> <li>To explain what life was like in Medieval villages and towns.</li> <li>To explain why the Christians lost the Crusades.</li> <li>To explain the importance of the Church.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why Thomas Beckett was killed.</li> <li>To explain the importance of the Peasants Revolt.</li> <li>To explain the importance of the Magna Carta.</li> </ul>	<ul style="list-style-type: none"> <li>To explain what the Reformation was.</li> <li>To explain why Henry VIII changed England's religion.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why Elizabeth had trouble being accepted as the true monarch.</li> <li>To explain how Elizabeth solved the problem of her cousin.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why the English Civil War began.</li> <li>To explain who won the English Civil War and why.</li> <li>To explain why Cromwell is a divisive figure.</li> </ul>
End Point	To understand and explain the changes that happened within English society at this time and also explain how the Normans were able to take control of England.	To understand and explain the importance of the Church on the lives of Medieval peoples.	To understand and explain how differing groups and individuals compete for control and freedoms.	To understand and explain how and why England's religion changed during the reign of the Tudors.	To understand and explain how Elizabeth I was able to successfully rule the country at a time of great instability.	To understand and explain how the English Civil War led to greater levels of democracy in England.
Prior Knowledge	Those from PAT primaries will have studied the Vikings and Anglo-Saxons as a precursor to this unit.	Pupils will have a basic understanding of the period based off of the Norman Conquest.	By this stage, the pupils will understand the importance of monarchs and the Church which will help them explain the significance of the events studied.	From the previous units, the pupils will have a sound grasp on the importance of religion so should be able to explain the significance of the Reformation.	This unit leads on nicely from the Tudors unit, so the pupils will have a good foundation of knowledge going into this depth study. They will know about the importance of religion and the Tudor dynasty.	The pupils should be able to make links to previous attempts at gaining democracy while understanding the role religion played in the English Civil War.
Key Misconceptions	The Normans and Anglo-Saxons shared the same culture.  The all Anglo-Saxons will have rebelled against their new leaders.	The Church was entirely bad.  The Crusades was one long conflict without pauses.	That events and laws are permanent.  That the entire country was involved in the events studied.	That Henry VIII acted purely for altruistic reasons.  That the Reformation didn't impact everyone, when in-fact, it did.  That Mary I acted alone and wasn't advised.	Elizabeth acted without advisors.  That Spain was bad and England were good.  That Elizabeth wanted to kill Mary QofS.	That either Cromwell or Charles I were entirely bad/wrong.  That change was rapid and sudden.  That democracy was fully established after the Civil War.
Core Key Words	conquest monarch rebellion hierarchy	church peasant Crusades religion monarch	monarch religion democracy pandemic legal rights	reformation Catholic Protestant persecuted reform	politics religious settlement legitimacy armada	democracy Parliament civil war conflict Parliamentarian Royalist

### History Year 8 (Key Stage 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Empire &amp; Slave Trade</b>	<b>Industrial Revolution</b>	<b>Industrial Health &amp; Jack the Ripper</b>	<b>Suffrage &amp; Titanic</b>	<b>World War 1</b>	<b>World War 1</b>
Enquiry Question	What was the slave trade and why did it last so long?	How did the Industrial Revolution change Britain?	How far were the police to blame for the escape of the Whitechapel Murderer?	What does the sinking of the Titanic and suffrage movement teach us about Edwardian Society?	How did the Great War begin?	How was the Great War fought?
Key concepts	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations	Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance) Historical sources and interpretations
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain the trade triangle.</li> <li>To explain the positives and negatives of the British Empire in historical context.</li> <li>To explain how abolition was fought and won.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why the Industrial Revolution happened.</li> <li>To explain how the Revolution altered Britain's landscape and society.</li> <li>To explain how the Revolution impacted the working classes.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how the Revolution impacted the people's health.</li> <li>To explain improvements in medical understanding.</li> <li>To explain how Ripper was able to target his victims.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how suffrage was fought and won.</li> <li>To assess whether the Suffragettes were correct in their actions.</li> <li>To explain how what happened to the Titanic is a good reflection of Edwardian society.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the long-term causes of World War 1.</li> <li>To explain the short-term causes of World War 1.</li> <li>To explain why so many men were willing to fight at the start of the War.</li> </ul>	<ul style="list-style-type: none"> <li>To explain what life in the trenches was like.</li> <li>To explain the advancements of weaponry as a result of the War.</li> <li>To explain how the War ended.</li> </ul>
End Point	To understand and explain how the slave trade was created and operated and how it fed into building the British Empire.	To understand and explain why the Industrial Revolution happened and its impact on British society.	To understand and explain how Jack the Ripper was able to commit his crimes during the Victorian era.	To understand and explain how women got the right to vote and how the Titanic is a good example of Edwardian values.	To understand and explain why World War 1 began and why so many people were willing to fight in it.	To understand and explain how the Great War was fought and its impact on Europe.
Prior Knowledge	The pupils will have studied the Kings and Queens of England and religious turmoil in Year 7, so this unit (and year's scheme) will show them the stark changes that happened at the turn of the 18 <sup>th</sup> Century.	The pupils will have studied how raw materials grown in the USA make their way to Britain and that the empire was being built during this time.	By this stage, the pupils will understand the importance of the Industrial Revolution on Britain's changing society and so can make the link on its declining health as a result.	The pupils have occasionally studied the changing role of women through time and how their rights were significantly less than those of men. The same goes for the working classes.	This term introduces warfare as a culmination of growing empires and so pupils will have studied how Europe built empires throughout the preceding centuries/units.	The term is a continuation of the previous term and so pupils will know what World War 1 was and why it began.

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<b>Key Misconceptions</b>	<p>The British Empire was entirely good or bad.</p> <p>The slave trade was only done by Britain and the USA.</p> <p>That all slaves came from Africa (many were born into slavery in the Americas.)</p>	<p>That all children worked in factories.</p> <p>That no-one benefitted from the Revolution.</p>	<p>That there wasn't rapid progress in medical understanding throughout the whole Revolution.</p> <p>That Ripper's victims were nameless women without interesting lives which, represent society at the time.</p>	<p>That all women campaigned for suffrage.</p> <p>That all suffragettes were violent.</p>	<p>That the War was entirely the fault of one country.</p> <p>That Germany started the War.</p> <p>Who was in what alliance.</p>	<p>That Britain won the War alone.</p>
<b>Core Key Words</b>	<p>empire</p> <p>slavery</p> <p>rebellion</p> <p>abolition</p>	<p>society</p> <p>demographic</p> <p>cholera</p> <p>entrepreneur</p> <p>coal</p>	<p>cholera</p> <p>reform</p> <p>sanitary</p> <p>provision</p>	<p>suffrage</p> <p>class system</p> <p>discrimination</p> <p>rivets</p> <p>gender</p>	<p>militarism</p> <p>nationalism</p> <p>alliances</p> <p>imperialism</p>	<p>trenches</p> <p>gangrene</p> <p>warfare</p> <p>no-man's Land</p>

### History Year 9 (Key Stage 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Inter-War Years</b>	<b>World War 2</b>	<b>Cold War</b>	<b>Post War Britain</b>	<b>60s USA</b>	<b>South Africa</b>
<b>Enquiry Question</b>	How did the Nazis gain and consolidate power?	How was World War 2 fought?	How did the Superpowers fight for control?	To what extent was there a social revolution in Britain after World War 2?	How did black Americans get their civil rights in the 1960s?	How did South Africa as a nation change over time?
<b>Key concepts</b>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>
<b>Key Knowledge and skills</b>	<ul style="list-style-type: none"> <li>To explain how the Nazis came to power.</li> <li>To explain how propaganda was used to manipulate people.</li> <li>To explain how the Nazis consolidated power.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the experiences of British people during the War.</li> <li>To assess whether it was the correct decision to drop the atomic bomb on Japan.</li> <li>To assess whether the evacuation of Dunkirk was a success.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the difference between capitalism and communism.</li> <li>To explain why the world became politically divided.</li> <li>To explain why the USA lost the Vietnam War.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how teenagers broke with traditional values in the 1960s.</li> <li>To describe the creation of the NHS and assess its positives and negatives.</li> <li>To examine the experiences of immigrants to Britain post WW2.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the contribution of different individuals to the Civil Rights Movement.</li> <li>To explain why the Black Panthers were divisive.</li> <li>To explain the counter-culture.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how South Africa's history of colonisation led to its situation in the 20<sup>th</sup> Century.</li> <li>To explain how apartheid segregated South African society.</li> <li>To explain how Nelson Mandela unified South Africa.</li> </ul>
<b>End Point</b>	To understand and explain how the Nazis gained power and manipulated society.	To understand and explain the impact of World War 2 on Britain and the wider world.	To understand and explain what the Cold War was and its impact on the World between 1946 and 1990.	To understand and explain the changing landscape of British society between 1945 and 1970.	To understand and explain how American society changed during the 1960s and 1970s.	To understand and explain what apartheid was and how it ended.
<b>Prior Knowledge</b>	The pupils will have studied two terms of World War 1 in year which, led to the Treaty of Versailles. They will have also examined the changing nature of democracy through topics such as English Civil War and Suffragettes.	The pupils will have studied World War 1, the Rise of the Nazis and also battles through Key Stage 3 such as Hastings and Waterloo.	The pupils will have studied World War 2 and atomic bombing of Japan prior to this point so will understand the context of the World in 1946. Communism was also seen as a threat to the Nazis which, is taught in Term 1.	The previous units have focused very much on politics and warfare, so this unit's focus on social history is something of a departure. Previous units that examined social changes were in Year 8 with Suffrage and Liberal Reforms.	The pupils will have studied the Vietnam War in Term 3 and social changes in Britain in Term 4, so will be best placed to analyse the changes in the USA at this time.	This is a world depth study so, the pupils have little knowledge of the content. However, they can make links to the Civil Rights Movement in the USA and Britain in the 60s.
<b>Key Misconceptions</b>	<p>That 'all' Germans supported the Nazis.</p> <p>That the Nazis gained power very quickly by force.</p> <p>Some teenagers rebelled against the Hitler Youth.</p> <p>That the Holocaust began immediately.</p>	<p>That Britain won the War alone.</p> <p>D-Day turned the tide of the War.</p> <p>The Blitz was only on Britain by Germany – Germany suffered greatly from bombings.</p>	<p>That the USA was 'the good guy' while the USSR was 'the bad guy.'</p> <p>That all Communist countries elected to be Communist.</p> <p>That people realised Communism wouldn't work in the early Cold War (it seemed like a viable ideology to some).</p> <p>The North Vietnamese were inherently bad during the Vietnam War.</p>	<p>All teenagers were rebellious in the 1960s.</p> <p>That the whole of Britain became the 'swinging 60s' – large parts remained traditional.</p> <p>Post war immigrants were needed to help rebuild Britain – they weren't refugees.</p> <p>Everyone had more money in the 1960s – this wasn't always the case in certain areas of the UK.</p>	<p>That hippies and students were the same.</p> <p>That the Black Panthers were entirely bad.</p> <p>That individuals were entirely responsible for the civil rights movement.</p>	<p>That Britain was the only coloniser during the 19<sup>th</sup> Century.</p> <p>That the South African Government in the 20<sup>th</sup> Century was still an extension of Britain.</p> <p>That Mandela targeted people.</p>
<b>Core Key Words</b>	<p>Holocaust</p> <p>propaganda</p> <p>persecution</p> <p>democracy</p> <p>dictatorship</p> <p>anti-Semitism</p>	<p>Blitz</p> <p>atom bomb</p> <p>evacuation</p> <p>appeasement</p> <p>morale</p>	<p>Mutually Assured Destruction</p> <p>Capitalism</p> <p>Communism</p> <p>ideology</p> <p>Cold War</p> <p>Domino Theory</p>	<p>National Health Service</p> <p>Welfare State</p> <p>immigration</p> <p>social reform</p>	<p>equality</p> <p>counter-culture</p> <p>segregation</p> <p>boycott</p> <p>militant</p>	<p>terrorist</p> <p>freedom fighter</p> <p>Apartheid</p> <p>colonisation</p>

### History Year 10 (Key Stage 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Medieval and Renaissance medicine</b>	<b>Industrial and Modern Medicine</b>	<b>Medicine on the Western Front</b>	<b>Anglo Saxon Society</b>	<b>Establishing Norman Control</b>	<b>Maintaining Norman Control</b>

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Enquiry Question	How far did medical understanding develop between 1250-1700?	How far did medical understanding develop between 1700-2000?	How far did World War I develop medical understanding?	What was Anglo Saxon England like?	How did William I establish control as a new ruler?	How far did the Normans change England?
Key concepts	<ul style="list-style-type: none"> <li>Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain why there was little change in medical understanding during the medieval time.</li> <li>To explain why new ideas began to spread during the Renaissance.</li> <li>To compare ideas about the cause, prevention and treatment of diseases between the medieval and Renaissance.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why there were changes in understanding about the cause of disease after 1800.</li> <li>To explain why there were improvements in the treatment of disease after 1900.</li> <li>To explain why attempts to prevent the spread of illness improved after 1800.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse sources to identify features of WWI and the development of medical treatment on the Western Front.</li> <li>To evaluate the usefulness of sources for an enquiry into key features of WWI and the development of medical treatment on the Western Front</li> </ul>	<ul style="list-style-type: none"> <li>To explain how Anglo-Saxon Society worked</li> <li>To explain why the Battle of Hastings happened in 1066.</li> <li>To explain why William the Duke of Normandy became king in 1066.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how William was able to establish control over the English people.</li> <li>To explain why the Anglo-Saxon rebellions failed.</li> </ul>	<ul style="list-style-type: none"> <li>To explain why Norman revolts against William were unsuccessful.</li> <li>To explain how William was able to maintain Norman power.</li> <li>To compare Anglo Saxon and Norman England.</li> </ul>
End Point	To understand and explain that there was little progress in understanding about the cause and treatment of disease between 1250-1700. However, the decline in importance of the Catholic Church and invention of Printing Press made it easier for new ideas to spread by 1700.	To understand and explain that there was significant progress in the understandings of the cause, treatment and prevention of disease after 1750.	To understand and explain the advances that were made in the treatment of casualties on the Western Front.	To understand and explain why William Duke of Normandy was able to become king of the England in 1066	To understand and be able to explain how William I was able to use castle building, land ownership and terror to limit Anglo Saxon rebellions.	To understand and explain how William was able to use the Feudal System, Church and the law to maintain his power and 'Normanise' England.
Prior Knowledge	<p>Students studied the importance of the Catholic Church and the Reformation as part of the Year 7 unit.</p> <p>Students studied medieval medicine in Year 7.</p> <p>The study of themes in Y7-9 have introduced concepts of change/continuity</p>	<p>Knowledge from the prior units on Medieval and Renaissance medicine will be important in allowing students to make comparisons between time periods.</p> <p>Students studied the Industrial Revolution in Year 8 so should have a conceptual understanding of key changes and the challenges caused by living conditions in the new cities.</p> <p>Students completed a mini unit on certain key individuals related to medicine in the Industrial Revolution (eg Louis Pasteur, John Snow etc)</p> <p>Students studied the creation of the NHS as part of their work on post war Britain in Year 9.</p>	<p>Students studied WWI during Year 8. As a result, they should understand trench warfare etc.</p> <p>Students have used and evaluated sources throughout KS3 history so should be able to identify how this can be done effectively.</p>	<p>Students studied Anglo Saxon society and the battles of 1066 in Year 7.</p> <p>They should have an overall understanding of the chronology of events.</p>	<p>Students prior learning about the events of 1066 will allow students to understand why certain Anglo Saxons would have wanted to rebel against William.</p> <p>Students studied events like the Harrying of the North as part of the Year 7 investigation into what happened after 1066.</p> <p>The KS3 theme Power and Control has introduced students to a variety of examples of how people have tried to establish control/rebel against it. – these will provide useful context/ comparison.</p>	<p>Students learning about Anglo Saxon England will allow them to identify examples of continuity and change with England before 1066.</p> <p>Students studied the Feudal System and Domesday Book as part of the Year 7 investigation into what happened after 1066.</p> <p>Students learned about the role of the Catholic Church in the spread of ideas as part of their unit on Medieval Medicine – this will allow them to understand why it was useful to William.</p>
Key Misconceptions	The lack of medical knowledge meant that people were uneducated/'thick'.	Healthcare has always been free to access. The difference between Antiseptics, Anaesthetics and Antibiotics.  John Snow discovered Germ Theory.	The scale of medical conditions like Trench Foot and Shell Shock.  The organisation of the Chain of Evacuation.	The Anglo-Saxon kings did not have absolute power – The Earls were very powerful in their regions.	All 2 million Anglo Saxons were rebelling.  All Anglo-Saxon landowners lost their land immediately after 1066.	England today is actually fully 'English' – many of the changes introduced by the Normans are what we would consider 'English'.
Core Key Words	Renaissance Reformation prevention treatment epidemic	technology Industrial Revolution government prevention treatment	technology trench warfare Western Front source provenance	hierarchy Anglo Saxon Norman succession nobility monarch	rebellion control nobility/earl loyalty	Normanisation church hierarchy government tax succession

### History Year 11 (Key Stage 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>American West</b>	<b>American West</b>	<b>Civil Rights</b>	<b>Vietnam</b>		
Enquiry Question	Why did people begin migrating West?	How were problems of conflict resolved in the American West?	How did black Americans fight for equality in the USA between 1954 and 1975?	How and why did the USA fight and lose a war in Vietnam?		
Key concepts	<ul style="list-style-type: none"> <li>Historical knowledge Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Historical knowledge</li> <li>Historical skills (cause and consequence, continuity and change, similarity and difference, significance)</li> <li>Historical sources and interpretations</li> </ul>		
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain how the Plains Indians survived on the Great Plains.</li> <li>To explain how the Gold Rush led to sudden expansion.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how competition over land led to an increase in conflict.</li> <li>To explain why the Indians won at Little Bighorn and the consequences it led to.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how Jim Crow Laws enabled segregation in the South.</li> <li>To explain how non-violent direct action was a positive form of protest.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how and the US became increasingly involved in Vietnam during Diem's presidency.</li> <li>To explain the different types of warfare on the different sides.</li> </ul>		



## HISTORY

	<ul style="list-style-type: none"> <li>To explain how lawlessness increased between the years 1830 and 1851.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how the Indians were assimilated.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how the Black Power Movement was different to King's approach.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the theory behind Vietnamisation.</li> </ul>		
End Point	To understand and explain how and why America expanded between the years 1830 and 1851.	To understand and explain how the USA created in the late 19 <sup>th</sup> Century and any consequences it led to on its people.	To understand and explain how black American gained their equality in the USA between 1954 and 1975.	To understand and explain how and why the USA fought and lost in the Vietnam War.		
Prior Knowledge	This will be a new unit on a part of the World that the pupils haven't studied during this time period. As a consequence, it is important to set the context of the period at the start of the scheme.	This is a continuation of the previous term and so the pupils will be well equipped to learn it. Furthermore, links could be made to Year 9 and the Holocaust when looking at the Plains Indians.	The pupils briefly studied 1960s civil rights in Yr9 in Term 5 and so should be able to make links to then. Links can also be made to concepts of democracy and subjugation of people (i.e. Anglo-Saxons, Plains Indians, British Empire).	The pupils will have studied the Vietnam war in Term 3 of Year 9. Additionally, this is the second part of Paper 3 of their GCSE which overlaps civil rights in Term 3 of Year 11.		
Key Misconceptions	<p>That all Plains Indians were from the same tribe.</p> <p>That every miner resorted to violence – many just wanted a new life.</p> <p>That the US Government were set on assimilating the Plains Indians from the start.</p> <p>That the Oregon Trail made the journey West easy.</p>	<p>That all cowboys were bad and involved in the range wars.</p> <p>That all homesteaders and cattle barons resorted to violence.</p> <p>That all native Americans took part in Little Bighorn.</p>	<p>All of the USA was segregated.</p> <p>Desegregation happened at equal rates across the South.</p> <p>The Black Panthers numbered in the tens of thousands, and all had the same ideals.</p> <p>Everyone supported King's approach to desegregation.</p>	<p>That all Vietnamese in the South were entirely capitalist or communist.</p> <p>That the US public were against the War from the beginning.</p> <p>That all students opposed the War.</p> <p>That the USA could never have won (they were actually close to winning in 1973).</p>		
Core Key Words	<p>manifest destiny</p> <p>Mormons</p> <p>lawlessness</p> <p>migration</p> <p>conflict</p> <p>racism</p>	<p>assimilation</p> <p>land rush</p> <p>claim jumping</p> <p>Open Range</p> <p>Wakan Tanka</p> <p>reservations</p>	<p>segregation.</p> <p>desegregation</p> <p>equality</p> <p>discrimination</p> <p>Brown Vs. Topeka</p> <p>heritage</p>	<p>Vietnamisation</p> <p>domino theory</p> <p>Communism</p> <p>Capitalism</p> <p>ideology</p> <p>guerrilla warfare</p>		

