Topic / Big Question: How do Historians do their job?

- What is History?
- How do historians use evidence to understand the past?
- How do we make inferences?
- How do historians form interpretations?

Why did different groups come to Britain?

Early history of Britain

 Roman conquest,

 Boudicca, Anglo
 Saxons and Vikings,
 Emma of Normandy

Skills (students should be able to do):

- Sort into chronological order [AO1]
- Give key features[AO1]
- Understand the consequences of events [AO1,AO2]
- Understand the causes of an event [AO1,AO2]

Topic / Big Question: Why did William win the Battle of Hastings?1066 – c.1150

- The succession crisis: contenders to the throne, Battle of Stamford Bridge
- The Battle of Hastings: the events of the battle; the reasons why William won
- Norman takeover: feudal system, castles, Domesday Book

What was life like in Medieval England? c1100-1485

- The medieval Church: hierarchy of the Church, the power over people's lives
- Monarch and Parliament:

Queen Matilda, King John and the barons, Magna Carta, the origins of Parliament

Skills (students should be able to do):

- Sort into chronological order [AO1]
- Give key features [AO1]
- Understand the consequences of events [AO1,AO2]
- Understand the causes of an event [AO1,AO2]

Topic / Big Question: What was life like in Medieval England? c.1100-1485

 The Black Death and the Peasants' Revolt: the impact of the Black Death; the reasons for the Peasant's revolt the Abbasid Caliphate

Why were the Tudors significant? 1485-1603

 Change and Reformation:
 Renaissance and new ideas; Martin Luther and Protestantism

Skills (students should be able to do):

- Make inferences from a source [AO3]
- Explain the consequences of events [AO1,AO2]
- Explain the causes of an event [AO1,AO2]
- Analyse an event [AO1,AO2]

Topic / Big Question: Why were the Tudors significant? 1485-1603

- Henry VIII and the Break from Rome: seeking the annulment; the Church of England; the dissolution of the monasteries
- Black Tudors How interconnected was Tudor society?
- Elizabeth I:

 how she ruled; foreign threats, early colonies,
 Spanish Armada

Skills (students should be able to do):

- Make inferences from a source [AO3]
- Explain the consequences of events [AO1,AO2]
- Explain the causes of an event [AO1,AO2]
 Analyse an event [AO1,AO2]

Topic / Big Question: Royals and Rebels 1603-1714

 The Gunpowder Plot: Catholic persecution; the plotters and their failed attempt

Skills(students should be able to do): Skills (students should be able to do):

- Make inferences from a source [A03]
- Explain the consequences of events [AO1,AO2]
- Explain the causes of an event [AO1,AO2] Analyse an event

Topic / Big Question:

How did the role of the Monarch and Parliament change over time? 1603-1714

- Charles I and Civil
 War:
 conflict between King
 and Parliament; reasons
 for the civil war
 Civil War events; reasons
 for Parliament's victory;
 execution of Charles I
- The Restoration and after:

The Restoration, the Glorious Revolution, changing relationship between monarch and Parliament over time

Skills(students should be able to do): Skills (students should be able to do):

- Make inferences from a source [A03]
- Explain the consequences of events [AO1,AO2]
- Explain the causes of an event [AO1,AO2]

Analyse an event

| AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. | | | | | | | | | |
|--|---|---|---|--|---|--|--|--|--|
| AO2 Explain and analyse historical events and periods studied using second order historical concepts. | | | | | | | | | |
| AO2 Explain and analyse instolled events and periods studied using second order instolled concepts. AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | | | | | | | | | |
| Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | | | | | | | | | |
| THEMES: The following three themes will be be specifically highlighted throughout the Key Stage 2 History suggiculum: | | | | | | | | | |
| THEMES: The following three themes will be be specifically highlighted throughout the Key Stage 3 History curriculum: | | | | | | | | | |
| 1. Power and parliament – the development of royal power, in conjunction with the power of the church, and the rising power of parliament | | | | | | | | | |
| 2. Trade and empire – the development of trade as a major driver for change, and the establishment and history of empire | | | | | | | | | |
| 3. Changing society and migration – the development of society through time up to the modern day, including the history and significance of migration | | | | | | | | | |
| End of term 1 assessment to cover: | | End of term 2 assessment to cover: | | End of year assessment to cover: | | | | | |
| Topics from first half term. | | Source analysis, weighing extent of opinion | | Creative writing | | | | | |
| 1. Inference making | | 2. Historical interpretations | | 2. Measuring change over time | | | | | |
| 2. Explanation and extended writing | | | | | | | | | |
| Building understanding: | Building understanding: | Building understanding: | Building understanding: | Building understanding: | Building understanding: | | | | |
| Rationale / breakdown for | Rationale / breakdown for | Rationale / breakdown for | Rationale / breakdown for | Rationale / breakdown for | Rationale / breakdown for | | | | |
| your sequence of lessons: | your sequence of lessons: | your sequence of lessons: | your sequence of lessons: | your sequence of lessons: | your sequence of lessons: | | | | |
| Students start by Learning | Students study a key | Students examine key | Students examine key | Students examine key | Students examine key | | | | |
| what skills are used in | moment in England's history, | moments in the development | moments in the | moments in the | moments in the | | | | |
| History and that nature of | the Norman Conquest. The | of England – the relationship | development of England – | development of England – | development of Britain – the | | | | |
| the subject. | theme of power – royal and noble power is introduced. | between royal power and Church power is explored, and | the relationship between royal power and Church | the challenges to royal power by Catholics, Puritans | huge changes in society, the push for reform to | | | | |
| | noble power is introduced. | the role of Parliament | power is explored, and the | and Parliament. | Parliament, and the way | | | | |
| | | developed. | role of Parliament | and ramament. | industrialisation transformed | | | | |
| | | developed. | developed. | | Britain. | | | | |
| Home – Learning: | Home – Learning: | Home – Learning: | Home – Learning: | Home – Learning: | Home – Learning: | | | | |
| | | | | | | | | | |

Research, questions,

input (eg Brainscape),

Reading / literacy:

writing tasks

model answers

quizzes, factual knowledge

Textbook, handouts, PPT,

weblinks, modelling and

Research, questions, quizzes,

factual knowledge input (eg

Brainscape), writing tasks

Textbook, handouts, PPT,

weblinks, modelling and

Reading / literacy:

model answers

Research, questions, quizzes,

factual knowledge input (eg

Brainscape), writing tasks

Textbook, handouts, PPT,

weblinks, modelling and

Reading / literacy:

model answers

Research, questions, quizzes,

factual knowledge input (eg

Brainscape), writing tasks

Textbook, handouts, PPT,

weblinks, modelling and

Reading / literacy:

model answers

Research, questions, quizzes,

factual knowledge input (eg

Brainscape), writing tasks

Textbook, handouts, PPT,

weblinks, modelling and

Reading / literacy:

model answers

Research, questions, quizzes,

factual knowledge input (eg

Brainscape), writing tasks

Textbook, handouts, PPT,

weblinks, modelling and

Reading / literacy:

model answers

| Numeracy: | Numeracy: | Numeracy: | Numeracy: | Numeracy: | Numeracy: | | | | |
|---|------------|------------|------------|------------|------------|--|--|--|--|
| Chronology, years, centuries | Chronology | Chronology | Chronology | Chronology | Chronology | | | | |
| Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): | | | | | | | | | |