

Curriculum Aims: The National Curriculum.

The National Curriculum for history aims to ensure that all pupils:

A) know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

B) know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

C) gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

D) understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

E) understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

F) gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year 7.

Curriculum Aims: The National Curriculum.

	Links with The National Curriculum.
Autumn 1 (SKILLS)	E) Historical concepts. For example, chronology and significance. F) Understanding historical enquiry. For example, students will understand basic concepts such as primary and secondary evidence and how that builds a historians' enquiry.
Autumn 2 (THE ROMANS)	A) Origins of Britain and symbiotic influence with the word. For example, Rome's invasion of Britannia and the influence that formed, both Roman to Britannia, Britannia to Rome and the long term influence on Britain. B) Significant aspects of history. For example, the ancient civilisation of Rome and expansion and dissolution of the Roman Empire. C) Abstract terms. For example, 'Empire' and 'Civilisation'.
Spring 1 (1066)	A) Understand this history of these islands. For example, Historian Marc Morris says the Norman Conquest is 'the most significant event in English history'. Students can understand how such an opinion was formed and the important of events through war, the feudal system, the doomsday book. C) Abstract terms. Peasantry, feudal. F) Context and connections. For example, students can look at the invasion on a national scale, and use the Harrying of the North to look at the destruction on a regional level.
Spring 2 (MEDIEVAL LIFE)	A) Understanding of these islands. For example, the role of Christianity in Medieval life. Also continuing a chronological structure from The Romans and the Norman Conquest. B) Aspects of wider world. For example, the crusades and exploration of medieval Islamic culture which sets the two religious powers into conflict. C) Abstract terms: crusades, pilgrimage, parliament. F) Connections. For example, generalised medieval towns could be national but there could be an attempt to use primary sources to explore local examples.
Summer 1 (TUDOR ENGLAND)	B) The follies of mankind. For example, the Wars of the Roses show the human race to have an obsession with power and continuous persecution of 'others' in society – in this case, Catholics. C) Abstract terms. For example, reformation and Renaissance.
Summer 2 (ELIZABETHAN ENGLAND)	A) The history of this island. For example, Elizabeth I is one of the most famous Queens in world history because of her strength and virtue. England's win during her reign seeps into Britain's 21 st century consciousness through 'Britannia rules the waves' and the power of our navy. B) Aspects of the wider world. For example, other countries relationship with England and Protestantism such as the Spanish. How these great powers could expand and solidify their power through marriage. F) Different types of history. For example, military history with the Spanish Armada.

Added comments: This SOW across all terms links to **A) chronology** as it follows a chronological period from 500BC to 1745.

This SOW across all terms links to **D) KHS** as the 6 KHS can be interweaved into each lesson, with each lesson having at least one main focus.

Year 8.

Curriculum Aims: The National Curriculum.

	Links with The National Curriculum.
Autumn 1 (SKILLS)	E) Historical concepts. For example, chronology and significance. F) Understanding historical enquiry. For example, students will understand basic concepts such as primary and secondary evidence and how that builds a historians' enquiry.
Autumn 1 (STUARTS)	A) History of these Islands. For example, persecution of women across a period of time. English civil war; the formation of a truly controlled monarchy, the true end of absolute power. B) Non-European society. For example, the misconception that only women were persecuted for witchcrafts. Majority of those in Iceland who were persecuted were men, C) Abstract terms: Parliament., civil war. E) Contrasting arguments. For example was the persecution of witches a form of patriarchal control, different opinions on this.
Spring 1 (TUDOR ENGLAND)	B) The follies of mankind. For example, the Wars of the Roses show the human race to have an obsession with power and continuous persecution of 'others' in society – in this case, Catholics. C) Abstract terms. For example, reformation and Renaissance.
Spring 2 (SLAVERY)	A) Understand this history of these islands. For example, Britain's role in the Slave Trade Triangle. B) Non-European society. For example, the Kingdoms of Kongo and Benin. Explorations of other civilisations, their cultures and characteristics. E) Contrasting arguments and interpretations. For example, students now have evidence of both sides of the British Empire – colonisation but also the pride British people felt about it. Understand why people feel pride and feel guilt about it. Many levels to this, but it is VITAL our students understand the nuances of the British Empire. F) Local, national and international history. Economic, military, religious history. For example, the Slave Trade benefitted local cities like Liverpool, thus the UK as a nation and the Kingdoms in Africa that sold slaves which intertwines the economic benefit for slavery, the military used to control them and the religious aspect to colonisation.
Spring 2 (AN AGE OF REVOLUTION)	A) Understanding the history of these Islands. For example, Britain's industrial revolution. B) Non-European society. For example, the trade between nations and the benefits Britain got from its colonies across the world in terms of raw materials. C) Abstract terms. Revolution. F) Economic and Social history and Short and Long term timescales. For example, the economic benefits locally and the social change this had on people – the rise of the middle class, the movement of the working class into industry and urbanisation.
Summer 2 (VICTORIAN ENGLAND)	A) The history of this island. For example, the Chartists have strong links to the Labour movement and female suffrage is vital to understand the history of the patriarchy. E) Historical interpretations. For example, the peaceful and violent protests that occurred for female suffrage. A pre-cursor for civil rights in Y9.

Added comments: This SOW across all terms links to **A) chronology** as it follows a chronological period from from 1371 to the 20th century. This SOW across all terms links to **D) KHS** as the 6 KHS can be interweaved into each lesson, with each lesson having at least one main focus.

	Links with The National Curriculum.
Autumn 1 (SKILLS)	E) Historical concepts . For example, chronology and significance. F) Understanding historical enquiry . For example, students will understand basic concepts such as primary and secondary evidence and how that builds a historians' enquiry.
Autumn 2 (DICTATORSHIP V DEMOCRACY)	A) History of these Islands . For example, the power of British democracy but also the rise of fascism with Mosely in the 1930s. B) Wider world history . For example, Mussolini, Hitler, Mao. C) Abstract terms . Democracy and Dictatorship. F) International history . For example, a comparison of international dictators.
Spring 1 (TERRORISM)	A) Understanding the history of these islands . For example, the creation of terrorism born out of decolonisation and the rise of far-right and Islamic terrorism. C) Abstract terms . For example, terrorism. E) Contrasting interpretations of the past . For example, how Britain view terrorism through the lens of certain religions and addressing that misconception that anyone from any background has the potential to be a terrorist.
Spring 2 (TERRORISM)	A) Understanding the history of these islands . For example, the creation of terrorism born out of decolonisation and the rise of far-right and Islamic terrorism. C) Abstract terms . For example, terrorism. E) Contrasting interpretations of the past . For example, how Britain view terrorism through the lens of certain religions and addressing that misconception that anyone from any background has the potential to be a terrorist.
Summer 1 (AMERICAN CIVIL RIGHTS)	B) Wider world history and the follies of mankind . For example, the focus is on Civil Rights, white supremacy which is part of the folly of mankind. E) Contrasting arguments . For example, how historians should use sources from 1950s/60s America (i.e. images of lynchings) F) International History and cultural and political history . For example, the impact of the American Civil Rights Movement.
Summer 2 (AMERICAN CIVIL RIGHTS and SHOCKING EVENTS)	B) Wider world history and the follies of mankind . For example, the focus is on Civil Rights, white supremacy which is part of the folly of mankind. E) Contrasting arguments . For example, how historians should use sources from 1950s/60s America (i.e. images of lynchings) F) International history . For example, the impact of the American Civil Rights Movement.

Added comments: This SOW across all terms links to **A) chronology** as it follows a chronological period from 1900 to modern day.
This SOW across all terms links to **D) KHS** as the 6 KHS can be interweaved into each lesson, with each lesson having at least one main focus.