

The Castle School History Curriculum Map



<p><u>Intent:</u></p> <p><u>Students to understand significant events and the lived world from the past.</u></p> <ul style="list-style-type: none"> • Students Question the past and reaching their own judgements based on different interpretations of the past. • Students have the Passion and inquisitiveness about the past and how it has shaped us today • Students develop a cultural understanding of how Britain is formed. • Students interpret the world we live in today based on history. • Students demonstrate their knowledge through their verbal and written answers. 	
<p><u>KS2 History Curriculum</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p> <p>Ancient civilisations eg Greeks or Egyptians</p> <p>There is also some optionality to study significant events after 1066</p>	<p><u>Historical themes that run through the curriculum</u></p> <p>Empire and colonialism</p> <p>Power, Monarchy and Democracy</p> <p>Religion, Church and Belief and Values</p> <p>Nature of society and daily lives.</p> <p>Local History and how it reflects national/international history</p>

<p>Year 7</p>	<p>SoL: What made the Roman Army Successful?</p> <p>(Causation) Rationale: Students to recover knowledge from KS2 and begin to apply knowledge to KS3. Students start to be able to use evidence to support arguments. To develop PEEL chains and extended writing at KS3.</p> <p>Key Theme: Power, Monarchy and Democracy Empire and colonialism</p> <p>Substantive Knowledge: The height of Empire- trade to gain monet Invasion and reasons for coming in 43AD Boudicca’s rebellion 61AD Organisation of the Roman Army, Tactics of the army Weapons and training of the army.</p> <p>Disciplinary Knowledge: Literacy for History and writing an essay Use of evidence and analysing sources Assessing change and continuity Comparing factors and success</p> <p>Disciplinary literacy Emporer Empire, Conquer, Slaves, Trade, Celts tactics, Interpretation, Centurion, Cohort, Wedge, Orb tortoise, the wall, Gladius Scutum.</p> <p>Assessment – Formative – Quizzes throughout the Topic – checking knowledge about the Roman Army. Summative Assessment Substantive Knowledge – students can give examples of Roman Empire/In Britain/Organisation/Tactics of Army etc</p> <p>Disciplinary Knowledge – (causation) Students explain what makes the army successful.</p> <p>Links to NC: Extends pupils Chronological knowledge before 1066.</p>	<p>SoL: William I – What did the English think when William took control? (Significance and Interpretation) Key Theme: power and control, absolute monarchy (lack of democracy!); some religion, church and belief</p> <p>Rationale: S Students to understand the nature of absolute Medieval monarchy and Norman control of society. Students use PHD (precise historical detail) to formulate different arguments and judgements over the nature of William’s control of England and how the English/Saxons would feel about William’s rule.</p> <p>Substantive Knowledge: Dark Ages/Invasions/Kingdoms pre 1066 Battle of Hastings 1066 and why William won The Problems facing William Castles/Motte and Bailey features and examples Terror/Harrying of the North 1069 Feudal system Domesday Book 1086, Role of the Church.</p> <p>Disciplinary Knowledge: Literacy for History and oracy and source comprehension Assessing change and continuity Validity of sources</p> <p>Disciplinary literacy: Invasion, Resources, Kingdom, Vikings, Anglo-Saxons, Cavalry, Intimidation, Barons, Peasants, Villeins. Terror, Taxation/Tithes/ Famine Validity, bias, sources, interpretation</p> <p>Assessment – For Term 2 – Term 3 – Summative Assessment PART A – Source work/interpretations – students to explain what the sources tell us about the English opinion of William. PART B- Disciplinary Knowledge – Students show that they can explain different sides of the arguments using significant events of Williams Control. i.e Harrying of the North/Domesday Book etc</p> <p>Links to NC: The Development of Church, State and Society 1066-1509</p>	<p>SoL: William I – What did the English think when William took control? (Significance and Interpretation) Key Theme: power and control, absolute monarchy (lack of democracy!); some religion, church and belief</p> <p>Rationale: Students to understand the nature of absolute Medieval monarchy and Norman control of society. Students use PHD (precise historical detail) to formulate different arguments and judgements over the nature of William’s control of England and how the English/Saxons would feel about William’s rule.</p> <p>Substantive Knowledge: Dark Ages/Invasions/Kingdoms pre 1066 Battle of Hastings 1066 and why William won The Problems facing William Castles/Motte and Bailey features and examples Terror/Harrying of the North 1069 Feudal system Domesday Book 1086, Role of the Church.</p> <p>Disciplinary Knowledge: Literacy for History and oracy and source comprehension Assessing change and continuity Validity of sources</p> <p>Disciplinary literacy: Invasion, Resources, Kingdom, Vikings, Anglo-Saxons, Cavalry, Intimidation, Barons, Peasants, Villeins. Terror, Taxation/Tithes/ Famine Validity, bias, sources, interpretation</p> <p>Assessment – For Term 2 – Term 3 – Summative Assessment PART A – Source work/interpretations – students to explain what the sources tell us about the English opinion of William. PART B- Disciplinary Knowledge – Students show that they can explain different sides of the arguments using significant events of Williams Control. i.e Harrying of the North/Domesday Book etc</p> <p>Links to NC: The Development of Church, State and Society 1066-1509</p>	<p>SoL: King John – How did the monarchy’s control lose its grip? (Change) Key Theme: power and control, absolute monarchy (lack of democracy!); some religion, church and belief</p> <p>Rationale: Students to understand how the people were challenging the monarchy, laying foundation of democracy. Students recognising that the power of the monarchy was reduced as a consequence of Magna Carta and the Barons.</p> <p>Substantive Knowledge. Magna Carta Barons – Their relationship with John Pope – Disagreement with John and Excommunication – The role of the church on ordinary people. Civil War Reasons for issues – Loss of lands in France.</p> <p>Disciplinary Knowledge: – Making a Judgement. Similarity and Difference (To William Being able to make comparison.</p> <p>Disciplinary literacy: Empire. Barons. Freeman, Villeins, Excommunication. Civil War. Rebellion. Magna Carta, Claim.</p> <p>Assessment – Formative Quiz Question only, to build up knowledge of William and interleave Romans.</p> <p>Summative Assessment - Substantive knowledge only - Quiz to check knowledge of King John and his issues as King and Magna Carta.</p> <p>Links to NC: The Development of Church, State and Society 1066-1509 and Case Study of changing Nature of Power in Britain.</p>	<p>SoL: The Black Death – How did the Black Death impact rural areas like Somerset? (Consequences) Key Theme: Development of the Church, State and Society and how the power of the Monarch began to change in Britain</p> <p>Rationale: Students to consider the social impact as well as the physical to see how the Black Death changed society. Students gain more of an understanding of the social history of the peasants.</p> <p>Substantive Knowledge. Black Death and its impact on society The Living conditions f towns and peasants The nature of the Disease and its effects Buboes/ 4 Humours Superstitions/Natural Flagellants Hierarchal system/Feudal System and impact on the hierarchy.</p> <p>Disciplinary Knowledge: – Developing and applying Knowledge. Evidence/Cause and Consequence/Comparison</p> <p>Disciplinary literacy: Peasant/Lords/ Medieval. Buboes. Sin. Miasma. Flagellants. Infections. Disease. Symptom. Fatality. Bubonic Plague. Superstition.</p> <p>Assessment Formative Quizzes – to check knowledge of Black Death and interleave Romans/William/John. Summative Assessment – To create a story that details the lives of Peasants before during and after the Black Death. Substantive knowledge to include Life or Peasants and the nature of Black Death. Disiplinary – Students explain the effects of Black Death on Medieval Society.</p> <p>Links to NC: The Development of Church, State and Society1066-1509.</p>
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Year 8	<p>SoL: <u>What was the most significant challenge faced by the Tudor monarchy 1509-1603?</u></p> <p>Significance Key Theme: Development of the Church, State and Society and how the power of the Monarch began to change in Britain Rationale: Students to understand how the challenges of Power/Religion/Marriage/Money had a significant impact on the reign of the Henry VIII and Elizabeth. Students will evaluate how both Tudor monarchs overcome these challenges.</p> <p>Substantive Knowledge for Henry VIII Heir, Divorce/ Annulment, Marriage Divine right of Kings/ Power of the Pope – Love of Anne Boleyn Dissolution of Monasteries Protestantism/Catholicism Disciplinary Knowledge: The Significance the challenges had on the reigns of the Tudor Monarchs Disciplinary Literacy Heir. Divine right of Kings. Divorce. Pope. Catholic. Protestant. Dissolution. Execution. Economic. Political. Monastery. Monk. Indulgences. Purgatory. Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative; Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – writing an extended answer to the composite. Students explain how the challenges had a significant impact on the Tudors. Links to NC: The Development of Church, State and Society. 1509– 1745</p>	<p>SoL: <u>What was the most significant challenge faced by the Tudor monarchy 1509-1603?</u></p> <p>Significance Key Theme: Development of the Church, State and Society and how the power of the Monarch began to change in Britain Rationale: Students to understand how the challenges of Power/Religion/Marriage/Money had a significant impact on the reign of the Henry VIII and Elizabeth. Students will evaluate how both Tudor monarchs overcome these challenges.</p> <p>Substantive Knowledge: for Elizabeth I Propaganda, Portraits, Court Divine right of Kings, Marriage, Rebellions/Plots, Babington Plot, Armada, Parliament, Monopoly. Disciplinary Knowledge: The Significance the challenges had on the reigns of the Tudor Monarchs Disciplinary Literacy Heir. Divine right of Kings. Divorce. Pope. Catholic. Protestant. Dissolution. Execution. Economic. Political. Monastery. Monk. Indulgences. Purgatory. Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative; Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – writing an extended answer to the composite. Students explain how the challenges had a significant impact on the Tudors. Links to NC: The Development of Church, State and Society. 1509– 1745</p>	<p>SoL: Civil War - Who was most to blame for the English Civil War, the Monarch or Parliament? (Causation) Key Theme: Power, Monarchy and Democracy with aspects of aspects to changes in Religion, Church and Belief and Values Rational: Students to understand how Charles lost power and Parliament gained control. To understand the causes of Civil War and debate who was to blame. Students to know that this was a turning point where monarchic rule was changed and the status of Parliament rose. Substantive Knowledge: Civil War Long term causes – Divine rights of Kings Mid term causes St James Prayer book Puritanism/marriage Short term causes – Arresting of the 5 MPs/ Links to NC – Case Study of changing Nature of Power in Britain.</p> <p>Disciplinary Knowledge: – Debating History/Forming own Opinions and the concept of Modern Democracy. Analysing Arguments Evidence/Significance/Similarity and difference.</p> <p>Disciplinary Literacy Roundhead/Cavalier/ Parliamentarian/Loyalist/Short/Medium/Long term Causes. Presbyterianism. Tyranny. Assessment Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative = ONE PART Substantive knowledge. – To be able to debate who is most to blame for the cause of the Civil war – Using key evidence for FOR/Against.</p>	<p>SoL: <u>Empire – How far was the British empire a force for good?</u> (Interpretation) Key Theme: Mostly empire, colonialism and power. some monarchy, some religion, some changing attitudes Rationale – Students to understand the role of Empire in Britain’s expansion and impact on society that took place. Students to understand whether the Empire was a force for good or not on its people and to reach a judgement based on evidence. <i>Students to then look at another world empire to look at the differences and impact of the British on the ending of the Mughal Empire.</i> Substantive Knowledge Trade with the world Discovery of Land Expansion of Empire. East India trading Company Inhabitants experience of rule. Native/indigenous people. Repatriation Mughal Empire Plus One significant society or issue in world history. Disciplinary Knowledge: Understanding of Source Analysis/ Analysing different interpretations. Judgement of the enquiry question. To make comparisons to one other significant society/empire Disciplinary Literacy Empire – Colony. Ruler/Ruled/interpretation. . Trade. Merchant. Resources. Exploration. Discovery. Territory. Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative; Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – interpretation – Students explain what they can learn from an interpretation about its opinion of the British Empire Links to NC: Ideas, political power, industry and Empire.1745 -1901Britain and Europe after 1901.</p>	<p>Slavery – Why did so many people in Bristol want to bring down Colston’s Statue? (Significance) Key Theme: Nature of society and daily life, impacted by Empire and Colonialism.</p> <p>Rationale – Students to understand the role of Britain’s role in the Transatlantic Slave Trade and why slavery was abolished. Students to understand the significance that Slavery has played in Local history of Bristol and lasting impact.</p> <p>Substantive Knowledge Slave Triangle Middle Passage Slave Auction Plantation Cotton Picking Domestic/Field Slaves Abolition Commemoration (Pero’s Bridge) Memorial (Bristol and Colston Hall) Edward Coldston and toppling of statue in Bristol Modern Slavery (Child Labour/Sexual Slavery/Domestic Slavery?) Disciplinary Knowledge: Students to understand the significance of Slavery. To use sources of evidence to build up a picture about the treatment of slavery. Students to empathise with those effected and currently effected by Modern Slavery. Disciplinary Literacy Social Injustice – Slave/Slave triangle. Middle Passage. Civilised. Auction. Plantation. Abolition. Freedom. Commemoration. Modern Slavery.</p> <p>Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. Summative; Links to NC: The Development of Church, State and Society. 1509 – 1745. Ideas, political power, industry and Empire.1745 - 1901 (1807) Local History.</p>	<p>SoL: <u>Industrial Revolution – Industrial Revolution –How did the changes in Britain impact during the Industrial revolution?</u> (Changes and Impact) Key Theme: Nature of society and daily live, impacted by Empire and Colonialism.</p> <p>Rationale – Students to know about the impact of urbanisation because of the Industrial revolution. To understand the impact this had on society through the factory system, child labour and Poverty.</p> <p>Substantive Knowledge – Industrialisation Urbanisation through housing and Factories Pollution Child Labour Cottage and Factory System. Transport Living conditions</p> <p>Disciplinary Knowledge: Applying Knowledge and compassion for Child Labour. Students use the evidence and analyse conditions to understand the effects and lasting impact. Disciplinary Literacy Industry. Revolution. Cottage system/Factory System. Labour. Population. Living Conditions. Cholera. Urbanisation. Assessment - Assessment – Formative Assessment – Quizzes through the topic to check understanding of the content, interleaved with Year8/7 Content. SUMMATIVE - Substantive knowledge only - Quiz to check knowledge of Industrial Britain and its changes to society. Links to NC Ideas, political power, industry and Empire.1745 -190</p>	
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Year 9	<p>SoL: Causes for World War One. How far do you agree that Nationalism was the most important factor in causing WW1? (Causes) Key Theme: Empire and colonialism, and aspects to Power (How powers leading to tension in Europe,</p> <p>Rationale: Students to understand the causes of WW1 to build up a picture of the state of Europe in the early 20th century. By looking at the tense relationships – students will understand the big problems such as competing ideologies such as Nationalism and Imperialism of the time and lay the foundations as to how there was a build up towards Global War.</p> <p>Substantive Knowledge: Assassination, Black Hand Gang, Trigger event, Alliance, Militarism, Naval Warfare, Nationalism, Imperialism, Schlieffen Plan</p> <p>Disciplinary Knowledge: Weighing up different evidence and reaching a Judgement. To evaluate the causes that build up to a key date.</p> <p>Disciplinary Literacy Assassination. Alliance. Militarism. Imperialism. Nationalism. Heir. Empire. Tension</p> <p>Assessment Formative Assessments – Quizzes to check previous learning and the learning of Homeworks.</p> <p>Substantive Knowledge – Check in Part A in a quiz question. Disciplinary Knowledge – Part B – writing an extended answer to the composite. Students explain the opinion of both sides and reaching a conclusion.Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SoL: Trench Warfare Warfare-How fair are the interpretations on Haig? (Interpretation) Key Theme: The Nature of Society and Life, With elements of Power and Empire and attitudes and beliefs. Rationale: Students to gain an understanding of the conditions of trench warfare. To use source work to build up a picture of warfare and empathise with the struggles that fighting in war would have been. To use this knowledge to make a judgement on the role Haig and decide if interpretations are fair based on knowledge learnt in class.</p> <p>Substantive Knowledge: Trench Warfare, War of Attrition, Stalemate, No Mans Landm, Conditions of the =, Butcher/Hero Interpretations of War, Casualties</p> <p>Disciplinary Knowledge: Interpretation of source work. Explaining inference and comparison of different views.</p> <p>Interpretation/Evidence</p> <p>Disciplinary Literacy Stalemate, War of Attrition, No mans, Land, Trench foot, Assessment – Formative – Quizzes running alongside the Lessons to check knowledge.</p> <p>Summative - Substantive knowledge – 12 Questons checking knowledge on Trenches/Haig and previous topics.</p> <p>Disciplinary – Explaining the interpretations of sources and explaining if they are fair or not.Links to NC challenges for Britain, Europe and the wider world 1901 to the present da</p>	<p>SoL: What led to the rise in Nazism in 20th century Europe? (Causes) Key Theme: Mostly power, monarchy and democracy; some religion, changing attitudes;</p> <p>Rationale: Students to understand how extremism/Nazism was growing as a result of WW1. To understand how this was able to grow into extreme nationalism and led to a rise in fascism.</p> <p>Substantive Knowledge: Treaty of Versailles The Big 3 Stab in the back theory. Weimar Republic Economic Crash Left Wing/Right Wing Democracy</p> <p>Disciplinary Knowledge: Students to Develop contextual evidence. Students to develop significance of events. Developing Causes</p> <p>Disciplinary Knowledge: Economic depression. Weimar republic. Left Wing/Right Wing/ Communism Vs Fascism Extremism</p> <p>Substantive Knowledge – Check in Part A through quiz questions Disciplinary Knowledge – Part B – interpretation – Students explain Why Hitler was able to rise to power.</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SOL: What was the turning point for the allies during WW2? (Significance) Key Theme: Nature of Society and Power (Lack of Democracy)</p> <p>Rationale: Students to look in greater depth at the nature of warfare during WW2. Students to understand the impact WW2 had on Britain and Europe and understand how the significant events impacted on the Wars outcome.</p> <p>Substantive Knowledge: Dunkirk Battle of Britain/The Blitz Pearl Harbour D-Day Dresden Atomic Bomb</p> <p>Disciplinary Knowledge: Chronological knowledge and understanding of significant events and understanding of the implications of the events in the war.</p> <p>Disciplinary Literacy: Abomb, Amphibious assault, Air Raids The Blitz, Dunkirk, Evacuation, Evacuee, Isolationism, Operation, Overlord, Napalm, Pacific war, Radar Total War, Allied Forces, Triple Axis</p> <p>Assessment – Summative – Substantive Knowledge – Students explain 3 key events of WW2 and what happened in that event.</p> <p>Part B – Disciplinary Students explain the greatest turning point (Based on Significance)</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SoL: What was the impact of those affected by a dictatorship throughout the Holocaust? (Significance) Key Theme: Nature of Society and Belief and Values</p> <p>Rationale: Students to know about the impact Nazis had on those who were non - German. To understand the steps towards Holocaust and the nature of Genocide. Students to be able to understand resistance during this time and the weakening of dictatorship and re-emergence of democracy.</p> <p>Substantive Knowledge: Life under occupation Anti Semitism Prejudice Propaganda Resistance Ghettos Genocide Holocaust Auschwitz Liberation</p> <p>Disciplinary Knowledge: To understand the impact of war and impact of the Final solution policy on Jews/To evaluate the consequences of Nazi policies and how it had an impact on Europe.</p> <p>Assessment – Substantive knowledge only. Quiz based on knowledge learned and a description of How holocaust was able to happen.</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>SOL How ‘swinging’ were the Swinging Sixties? (Change) Key Theme: Nature of Society and Belief and Values</p> <p>Rationale: Students to consider what happened after the end of WW2 to understand the consequences of war and a divided society. Students to take intersectionality into account to consider diversity of experiences.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> - Communism(Rise/Significant event. - Black Rights. - Fashion and Music - Sexual revolution – Swinging 60s - Bristol Bus Boycotts - Space race - Vietnam War - Cold War - Permissive Society. <p>Disciplinary Knowledge – Students understand the positive and negative consequences of the Sixties. Students will assess based on their knowledge whether it was swinging or not.</p> <p>Disciplinary Knowledge: Swinging 60s. Permissive. Attitudes Communism. Cold War.</p> <p>Assessment: Substantive knowledge only – Focusing on knowledge of the 1960s and previous topics through the year.</p> <p>Links to NC challenges for Britain, Europe and the wider world 1901 to the present day.</p>	
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<p>Year 10</p>	<p><u>Term 1</u></p> <p>SoL: The People’s Health (40 marks) 20%</p> <p>Rationale: This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history</p> <p><u>Substantive Knowledge: Disciplinary Knowledge</u> Unit 1 – Medieval Period The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. • Responses to the Black Death: beliefs and actions • Approaches to public health in late-medieval towns and monasteries Unit 2 Early Modern Cultural, social and economic change including the growth of towns: an overview • Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751</p> <p><u>Disciplinary Knowledge</u> The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>Assessment:</p>	<p><u>Term 2</u></p> <p>SoL: The People’s Health (40 marks) 20%</p> <p>Rationale: This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history</p> <p><u>Substantive Knowledge:</u> Unit 3 Industrial • Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives</p> <p><u>Disciplinary Knowledge</u> The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>Assessment: knowledge and understanding; explaining and analysing events and periods. AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical</p>	<p><u>Term 3</u></p> <p>SoL: The People’s Health (40 marks) 20%</p> <p>Rationale: This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history</p> <p><u>Substantive Knowledge:</u> Unit 4 Modern Health Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles</p> <p><u>Disciplinary Knowledge</u> The thematic study requires learners to understand change and continuity across a long sweep of history.</p> <p>Assessment: knowledge and understanding; explaining and analysing events and periods. AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical</p>	<p><u>Term 4</u></p> <p>SoL: The Elizabethans (40 marks) 20%</p> <p>Rationale: This depth study should enable learners to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of late-Elizabethan England and should develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom</p> <p><u>Substantive Knowledge:</u> Unit 1 – Elizabeth and Power • Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex • Elizabeth and her parliaments including opposition from Puritans • Elizabeth and her people including local government and propaganda Unit 2 – Daily Lives • The contrasting lives of rich, middling and poor Elizabethans • Family life: husbands and wives, parents and children, wider kinship • Poverty: its causes, Elizabethan explanations and responses Unit 3 – The Catholic Threat The enforcement of Elizabeth’s religious settlement after 1580 • Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network • Mary Queen of Scots, the Armada and war with Spain</p> <p><u>Disciplinary Knowledge</u> focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility, or actuality, of invasion.</p>	<p><u>Term 5</u></p> <p>SoL: The Elizabethans (40 marks) 20%</p> <p>Rationale: This depth study should enable learners to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of late-Elizabethan England and should develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom</p> <p><u>Substantive Knowledge:</u> Unit 4 – Merry England? Theatres and their opponents • The Puritan attack on popular pastimes • The persecution of witches Unit 5 – The Adventurers. Imperial ambition: the motives and achievements of Elizabethan adventurers • Roanoke: England’s attempt at an American colony • Trade with the east, including first contacts with India</p> <p><u>Disciplinary Knowledge</u> focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility, or actuality, of invasion. (Impact/Consequences etc.)</p>	<p><u>Term 6</u></p> <p>SoL: The Making America</p> <p>Rationale: This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.</p> <p><u>Substantive Knowledge:</u> Unit 1 – Growing Pains – What tensions arose as the USA Grew 1789 -1838. How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838 Unit 2 – How did different groups see the American West? • The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) Unit 3 – A new Birth of Freedom – What sense can be made of the Civil War and its Aftermath. Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitation</p>
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	<p>Knowledge and understanding; explaining and analysing events and periods.</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>(Impact/Consequences etc.)</p> <p>Assessment:</p> <p>knowledge and understanding; understanding interpretations</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept.</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>Assessment:</p> <p>: knowledge and understanding; understanding interpretations</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>s to African American liberty</p> <p><u>Disciplinary Knowledge</u></p> <p>The period studies offered in the specification all involve longer spans of time than the minimum requirement of 50 years. This is because the “unfolding narrative” required is more readily discernible and more coherent than it would be in a more condensed time span.</p> <p>Assessment:</p> <p>knowledge and understanding; explaining and analysing events and periods</p>
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Year 11	<p>SoL: The Making of America.</p> <p>Rationale: This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world's dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.</p> <p>Substantive Knowledge: Unit 4 – Smoke and Blood – Settlement and Conflict on the plains. The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877) Unit 5 We the people. How did the lives of America Change 1877 -1900. Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration</p> <p>Disciplinary Knowledge The period studies offered in the specification all involve longer spans of time than the minimum requirement of 50 years. This is because the “unfolding narrative” required is more readily discernible and more coherent than it would be in a more condensed time span.</p> <p>Assessment:</p>	<p>SoL: The Living Under the Nazis (20%)</p> <p>Rationale: This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies</p> <p>Unit 1 The Rise of the Nazis Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934 Unit 2 Control and Opposition The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups</p> <p>2022 – We are to use the Revise in 5 and Teach it Videos from the course Lead to rebuild their knowledge on their Year 9 work from legacy Greater Depth course.</p> <p>Disciplinary Knowledge focuses on a historical situation involving the interplay of different societies and cultures</p> <p>Assessment knowledge and understanding; using sources; understanding interpretations. . 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 concept AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in</p>	<p>SoL: The Living Under the Nazis (20%)</p> <p>Rationale: This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies</p> <p>Unit 3 – Ordinary Germans. Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews Unit 4 Nazis during the War Years The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945 Unit 5 Life under Occupation The contrasting nature of Nazi rule in eastern and western Europe • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance</p> <p>2022 – We are to use the Revise in 5 and Teach it Videos from the course Lead to rebuild their knowledge on their Year 9 work from legacy Greater Depth course.</p> <p>Disciplinary Knowledge focuses on a historical situation involving the interplay of different societies and cultures</p> <p>Assessment knowledge and understanding; using sources; understanding interpretations.</p>	<p>SoL: The History Around Us</p> <p>Rationale: Studying the history around them has much to offer learners. It provides a valuable approach to studying history, and helps them to find a connection with people's lives in the past. For many learners, the study of an historical site can be the beginning of an interest in the historic environment that will continue into adult life</p> <p>Substantive Knowledge: Knowledge of Glastonbury Abbey Reasons behind its creation – turning points – typicality – people. The Physical Features – the challenges and knowledge we can learn. The Interpretation – what can it tell us and how can Historians find out more.</p> <p>Disciplinary Knowledge knowledge and understanding; using sources.</p> <p>Assessment: knowledge and understanding; using sources. 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 concept AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p>	<p>Term 5 SoL: Revision FOCUSED ON NAZIS FOR YEAR 11 2022/2023 (14 lessons)</p> <p>Assessment:</p> <p>Marking & Feedback:</p> <p>IA Data:</p>	<p>Term 6 SoL: Exams and study leave</p> <p>Assessment:</p> <p>Marking & Feedback:</p> <p>IA Data:</p>
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	<p>knowledge and understanding; explaining and analysing events and periods</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>the context of historical events studied</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concept.</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>			
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Term 1

KS4 Over View.

Key Bullet point taken from KS3 NC/Year delivered at The Castle School

- the development of Church, state and society in Medieval Britain 1066-1509

Year 7 – Term 2, 3,4, 5

- the development of Church, state and society in Britain 1509-1745

Yea8 – Term 1,2, 3

- ideas, political power, industry and empire: Britain, 1745-1901

Year 8 – Term 4, 5, 5

- challenges for Britain, Europe and the wider world 1901 to the present day

Year 8 – Term 4.

- Holocaust

Year 8 within the context of RE (Causes of Holocaust)

Year 9 in the context of living under the Nazis. (Events and Consequences of Holocaust)

- a local history study

Year 7 – Term 6/Chepstow.

- the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.

Year 7 – Term 1.

- one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857]

Year 8 – Term 4.

“**Disciplinary knowledge**, by contrast, is a curricular term for what pupils learn about how that **knowledge** was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice

Cause and Consequence Year 7 Term 2, 4. Y8 Term 1 and 6. Year 9 Term 1

Change and Continuity Y7 Term 5/6.. Y8 Term 1

Similarity and Difference Y7 Term 3. Y8 Term 3 and 4

Significance Y7, Term, 1,2 . Year 8 Term 3, 5, 6. Year 9 Term 3.

Evidence Y7, Term 1, 4. Year 8 Term 2,. Year 9, Term 2/3

Interpretation Y7 Term 5/6. Year 8 Term 4. Year 9 Term 2

Term 2

SoL: The Making of America (40 marks) 20%

(5 lessons)

Assessment: Glastonbury Guidebook Project

Marking & Feedback: **Teacher assessed**

Glastonbury 20 markers

Making of America 9/10 Marker Indian questions.