

CORE KNOWLEDGE

What I will know and understand by the end of Year 7.



This year in History you will be able to:		This links to:	Key Vocabulary:	
1	<p>Determine when sanitation improved most rapidly from the Iron Age to the present day</p> <ul style="list-style-type: none"> Work of an historian: Chronology, BC and AD, decades and centuries. Sanitation in the Iron Age, Roman Britain, Middle Ages, Early Modern Period, Industrial Period and 1900s. 	<ul style="list-style-type: none"> We build our chronological understanding of how time periods link and we trace change over time. This builds on your study of history at Key Stage 2, where you may have studied the Iron Age and the Romans. This also builds on your knowledge of sources and interpretations. 	Source Chronology Decade Sanitation Latrine Rapid	Interpretation Century Provenance Hygiene Cess Pit
2	<p>Explain how far the Normans changed England</p> <ul style="list-style-type: none"> Life in England before 1066 and the death of Edward the Confessor. The claims of William of Normandy, Harold Godwinson and Harald Hardrada. Victory at Hastings - the importance of Norman strengths and English weaknesses. William's consolidation of power; short term problems, the Feudal System, the Domesday Book and castle building. 	<ul style="list-style-type: none"> Your understanding of causation will develop as you study the reasons for William's success at Hastings. This builds on your Key Stage 2 study of the Anglo-Saxons. Examining how William I secured his power links with the Y7 "Power of the Crown" topic, studied in half terms 5 and 6. 	Anglo Saxon Bayeux Consolidate Witan Book Feudal System Motte & Bailey	Heir Tapestry Domesday Barons Monarch
3	<p>Determine how miserable life was in the Middle Ages</p> <ul style="list-style-type: none"> The Church's influence over beliefs, ideas and education. Life for a peasant and the growth of towns. Use of sources to investigate the position of women. The Black Death and the Peasants' Revolt. 	<ul style="list-style-type: none"> The influence of the Medieval Church is revisited in Year 9 as part of the Britain, Health and the People topic. This also links to the "Power of the Crown" unit in Year 7, where you will study the rivalry between Church and State in the medieval and Tudor periods. 	Christendom Pilgrimage Strip System Black Death Plague	Indulgence Monk Charter Buboes Revolt
4	<p>Explain how the Islamic Empire was more advanced than the West</p> <ul style="list-style-type: none"> Recap our knowledge of the Middle Ages in the West, comparing it with the Islamic Empire. Spread of Islam and Baghdad as a centre for learning. Reasons for the Crusades and their impact. 	<ul style="list-style-type: none"> Comparing developments across periods is another crucial part of thinking like a historian. The Islamic Empire played an important role in transferring knowledge and skills back to the West. This will be covered further in our Britain, Health and the People topic in Year 9. 	Civilisation Crusades Conquer City Mosque Wisdom Empire	Caliphs Islam Round House of Holy Land
5	<p>Explain why medieval kings struggled to rule England and decide whether the Tudors really were so "terrible"</p> <ul style="list-style-type: none"> Rivalry between Church and State; murder of Thomas Becket. The leadership of King John and the significance of Magna Carta. Tudors overview. Reformation and Renaissance. 	<ul style="list-style-type: none"> This builds on your understanding of William I's consolidation of power. It will also deepen your understanding of life in Medieval times, studied in half term 3. Your study of the government in this period links to the English Civil War, which you will study in half term 1 of Year 8. You will develop an understanding of important developments in society; for example, the Renaissance and Reformation. This links to all future topics studied on English and European history. 	Protestant Magna Carta Archbishop of Canterbury Barons Renaissance Parliament Humanism Theses	Catholic Tudor Ninety-five
6	<p>Decide whether the Tudors really were so "terrible"</p> <ul style="list-style-type: none"> Reign of Henry VIII; his personality, the Break with Rome and the Dissolution of the Monasteries. Differing views of Mary I. Reign of Elizabeth I; life in Elizabethan times, Mary Queen of Scots' execution and the defeat of the Armada. 		Dissolution Rome Heir Monastery Armada	Break with Execute Trial Invade Pope

Target Grade:

AP1:

AP2:

AP3:

This year in History you will be able to:		This links to:	Key Vocabulary:	
1	<p>Evaluate how far attitudes to migrants have changed over time</p> <ul style="list-style-type: none"> Migration to England during the following periods; Roman Britain, Early Medieval, Late Medieval, Early Modern, Industrial and Modern Day. Understand the reasons for migration and the treatment of migrants to England through time. 	<ul style="list-style-type: none"> This links to the sanitation through time topic (Y7) - change over time. Throughout Year 8 we will see how people have treated unfairly due to their skin colour. This topic connects closely to the British Value of tolerance and mutual respect. This also links also to society today – we will see how attitudes towards migration have changed and how migration continues to enrich the communities in which we live. 	<p>Archaeology Migration Change Anti-Semitism European Union</p> <p>Empire Continuity Huguenots Windrush Potato Famine</p>	
2	<p>Explain how and why can we challenge interpretations arguing that Africa has no worthwhile history</p> <ul style="list-style-type: none"> Understand why historians saw African history in a negative light. Challenge old interpretations of African history by studying the African kingdoms of Ghana, Mali and Zaria. 	<ul style="list-style-type: none"> For many years historians argued that Africa did not have a history worth studying. Even today, many people only associate African history with disease, starvation and war. This topic challenges this way of thinking, celebrating Africa's contributions to world history. This links to how rulers governed their kingdoms in the medieval period (Year 7). This also links to the Trans-Atlantic Slave Trade and Empire (Year 8). 	<p>Interpretation Scramble for Africa Tenkamenin Mansa Musa Civilisation Catalan Atlas</p> <p>Empire Zaria Oral Tradition Inference</p>	
3	<p>Explain how the victims of the slave trade should be remembered, why Britain was involved in the Trans-Atlantic Slave Trade and why the Slavery Abolition Act was passed</p> <ul style="list-style-type: none"> Understand what is meant by slavery. The Trans-Atlantic Slave Trade and how Britain profitted from this. Life as a slave. Reasons for the Slavery Abolition Act; the work of Wilberforce, financial reasons, slave resistance and campaigns by former slaves. 	<ul style="list-style-type: none"> This links to our previous study of African Civilisations. It is important to appreciate Africa's vibrant history before the Trans-Atlantic Slave Trade began. The development of the Trans-Atlantic Slave trade links to Britain's Industrial Revolution (Year 8 half term 4) and the growth of the British Empire (Year 8 half term 5). Britain profitted enormously from slavery, this money helped to spark the industrial revolution and supported the growth of the British Empire. 	<p>Slavery Triangular Trade Middle Passage Plantation Resistance Slavery Abolition Act (1833) Olaudah Equiano William Wilberforce</p> <p>Slaver Abolish</p>	
4	<p>Explain how the Industrial Revolution transformed Middlesbrough</p> <ul style="list-style-type: none"> Industrial Revolution at national level; revolutions in agriculture, industry and transport. Reasons for the development of Middlesbrough; environmental, demand, individuals and technological reasons. Life in industrial Middlesbrough and Middlesbrough workhouse. 	<ul style="list-style-type: none"> This links with your study of sanitation in the industrial period (Year 7 half term 1). You will be able to explain how the industrial revolution shaped the Teesside region, Middlesbrough in particular. 	<p>Revolution Agriculture Bolckow and Vaughan Port Darlington Workhouse Stockton to Darlington Railway</p> <p>Industry Textiles Tees Ironstone</p>	
5	<p>Explain the lived experiences of those ruled under empire</p> <ul style="list-style-type: none"> Britain's reasons for building an Empire and its development. India; development of the East India Company, the Indian Mutiny, the British Raj and the Koh-i-Noor Diamond. Africa; Scramble for Africa and the significance of Cecil Rhodes. 	<ul style="list-style-type: none"> This links to our study of African Civilisations (Year 8 half term 2). Many historians looked down on African history because parts of it were controlled by the British Empire. Competition between countries to expand their empires was a reason for the outbreak of World War One, which we will study in Year 9 and at key stage 4. The colonisation of Africa created the circumstances that led to genocide in Rwanda in 1994, we will study this in Year 9. 	<p>Colony East India Company British Raj Viceroy Koh-i-Noor Diamond Scramble for Africa</p> <p>Colonisation Sepoys Exploitation Atrocity</p>	
6	<p>To explain how and why voting rights developed in Britain during the nineteenth and early twentieth centuries</p> <ul style="list-style-type: none"> The Great Reform Act of 1832; why it was not enough. The Chartists; their aims, actions and extent of their success. Women's rights groups; their aims, actions and extent of their success. The role of World War One in bringing about the vote. 	<ul style="list-style-type: none"> Many of the events studied in this period took place at the time of the industrial revolution. It is important to understand how the industrial revolution led to a growing demand for voting rights for ordinary people. In this unit you will analyse trends and learn to develop perspective in understanding how key factors influenced the development of rights. This also links to the First World War, which you will study in Year 9 (half term 1). 	<p>Reform Luddites Chartism Great Reform Act Rotten Boroughs Suffragettes</p> <p>Vote Democracy Polling Suffragists</p>	
Target Grade:		AP1:	AP2:	AP3:

CORE KNOWLEDGE

What I will know and understand by the end of Year 9.



This year in History you will be able to:		This links to:	Key Vocabulary:
1	<p>Explain the causes of World War One, the experiences of soldiers during the war and the reasons why the Versailles Treaty was so harsh on Germany</p> <ul style="list-style-type: none"> Long-term causes of World War One (Militarism, Alliances, Imperialism and Nationalism) and the assassination at Sarajevo. Why men signed up to fight and conditions in the trenches. Key terms of the Versailles Treaty; including the War Guilt clause, Germany's loss of land and the payment of reparations. 	<ul style="list-style-type: none"> The causes of World War One links to your study of the British Empire in Year 8 (half term 5). This also links with your study of the industrial revolution, which made possible the mass production of weaponry that caused so much death and destruction. You will build further on your knowledge of World War One at key stage four. 	<p>Long term Short term</p> <p>Sarajevo Assassination</p> <p>Conscription Propaganda</p> <p>Douglas Haig</p> <p>Over the Top No Man's Land</p> <p>Battle of the Somme</p>
2	<p>Explain what life was like in Nazi Germany and use your knowledge to assess source-base evidence on the outbreak of World War Two</p> <ul style="list-style-type: none"> The beliefs and key ideas of Hitler. Why people voted for him as their leader. Life in Nazi Germany – including life for women, education and the use of terror. League of Nations - reasons for its weakness and its failure to stop Italy and Japan taking land. Causes of World War Two; Hitler and Lebensraum, the remilitarisation of the Rhineland, the invasion of Austria, Czechoslovakia and the invasion of Poland. 	<ul style="list-style-type: none"> This topic builds on our study of the First World War, showing how life in Germany developed after its defeat in World War One. Evaluating political cartoons as source-based material is a key part of thinking like an historian. These skills will be developed further at key stage four. 	<p>Mein Kampf Dictator</p> <p>Nazi Gestapo</p> <p>Hitler Youth League of Nations</p> <p>Kinder, Kirche and Kuche</p> <p>Disarmament Appeasement</p> <p>Lebensraum</p>
3	<p>Explain the key events of the Holocaust and draw comparisons with the later genocide in Rwanda</p> <ul style="list-style-type: none"> Key events of the Holocaust; the "Jewish problem", The Final Solution, ghettos, extermination camps and the birth of the word "Genocide". The stages of genocide. Genocide in Rwanda; tension between Hutus and Tutsis, the outbreak of violence and comparisons with the Holocaust. 	<ul style="list-style-type: none"> This unit builds on your study of life in Nazi Germany, as well as Hitler's beliefs and ideas. You will understand the importance of <i>Mutual Respect</i> and <i>Tolerance of Different Cultures and Religions</i>. You will see this in your study of the Holocaust and the more recent act of genocide in Rwanda. You will recognise the danger of intolerance today. 	<p>Anti-Semitism Persecution</p> <p>Genocide Ghetto</p> <p>Himmler Final Solution</p> <p>Wannsee Conference</p> <p>Tutsi Hutu</p> <p>Ethnic Tension</p>
4	<p>Explain how civil rights improved in twentieth century America and to assess whether the American Civil Rights movement achieved all it set out to do</p> <ul style="list-style-type: none"> Life for black Americans after 1863; sharecropping, the Ku Klux Klan and segregation. The beginnings of the Civil Rights Movement - including the murder of Emmett Till. The Montgomery Bus Boycott and the role of Martin Luther King. Longer-term significance of the Civil Rights Movement, considering racism in America today. 	<ul style="list-style-type: none"> This unit builds on our study of the Trans-Atlantic Slave Trade, studied in Year 8. This is also relevant to discussion of issues of race in the media today, especially the Black Lives Matter protests in 2020. 	<p>Emancipation Sharecropping</p> <p>Segregation Ku Klux Klan</p> <p>Emmett Till Civil Rights</p> <p>Montgomery Bus Boycott</p> <p>Martin Luther King Barak Obama</p> <p>Black Lives Matter Protests</p>
5	<p>Explain how and why medicine stood still in the Middle Ages</p> <ul style="list-style-type: none"> Treatment of disease in the Middle Ages; Four Humours Theory and miasma. Surgery and anatomy in the Middle Ages; Galen's ideas and the role of the Church. Public health in the Middle Ages; towns, monasteries and the Black Death. 	<ul style="list-style-type: none"> This thematic study unit will further develop your capacity to understand change over time. Your ability to develop historical perspective and understand how factors affected medical development will be enhanced. This links to your study of the Middle Ages in Year 7 – especially the power of the Church and the Black Death. 	<p>Hippocratic and Galenic Medicine</p> <p>Four Humours Miasma</p> <p>Dissection Anatomy</p> <p>Avicenna Rhazes</p> <p>Progress Regress</p> <p>Islamic Medicine</p>
6	<p>Explain how and why medicine developed in the Renaissance</p> <ul style="list-style-type: none"> Treatment of disease in the Renaissance; continued belief in the Four Humours and miasma. Surgery and anatomy in the Renaissance; the role of Vesalius, Pare, Harvey and Hunter. Public health in the Renaissance; continued problems due to continued growth of towns. 	<ul style="list-style-type: none"> You will recognise the importance of the Renaissance in developing knowledge of surgery and anatomy. You will build upon your knowledge of medicine in the Middle Ages – comparing and contrasting features of medicine. This topic links to your study of Elizabethan England from Year 8. 	<p>Renaissance Vesalius</p> <p>Pare Harvey</p> <p>Cauterisation Jenner</p> <p>Vaccination Quack</p> <p>Reformation Hunter</p>

Target Grade:

AP1:

AP2:

AP3:

CORE KNOWLEDGE

What I will know and understand by the end of Year 10.



This year in History you will be able to:		This links to:	Key Vocabulary:	
1	<p>Explain how and why medicine developed in the industrial period and in the twentieth century</p> <ul style="list-style-type: none"> Treatment of disease; the work of Pasteur, Koch, Ehrlich, Fleming and others. Developments in surgery; introduction of anaesthetics and antiseptics, the role of war in surgery. Public health; moves away from laissez-faire in the 1800s, the Liberal Reforms and the establishment of the NHS in 1948. 	<ul style="list-style-type: none"> You will build upon your knowledge of medicine in the Middle Ages and the Renaissance. This overview study will continue to develop your capacity to trace change over time, a vital part of thinking like an historian. Your study of how the factor of war developed medicine links to our GCSE First World War unit (Year 10). 	<p>Spontaneous Generation Antiseptic Aseptic Anaesthetic Laissez Faire Germ Theory Carbolic Acid Public Health Act Welfare State Antibiotic</p>	
2	<p>Explain how Elizabeth's court and parliament functioned (Part One)</p> <ul style="list-style-type: none"> Elizabeth's personality and problems - including her life before she became Queen. Elizabeth's government; the Court, the Privy Council and Parliament. Key ministers; including William Cecil, Francis Walsingham and the Earl of Essex. Problems later in Elizabeth's reign, including the Essex Rebellion. 	<ul style="list-style-type: none"> This depth study will build on your understanding of medieval and Tudor monarchs. It ties to the second part of your Britain, Health and the People course. Your study of the workings of Elizabethan government will develop your understanding of the key British value of <i>The Rule of Law</i>. 	<p>Court Courtier Royal Progress Parliament JP Legitimate Succession Patronage Essex Rebellion Privy Council</p>	
3	<p>Explain how effectively Elizabeth managed religious problems and the threat posed by Mary Queen of Scots (Part Three)</p> <ul style="list-style-type: none"> Elizabeth's Religious Settlement; Act of Uniformity and Act of Supremacy. Reaction of Catholics; including growth in recusancy and the arrival of missionary priests. Reaction of Puritans; including Presbyterianism, Prophecy and Separatism. Mary, Queen of Scots; her claim to the throne and the extent of her involvement in plots. 	<ul style="list-style-type: none"> Your knowledge of the English Reformation under Henry VIII, Edward VI and Mary I (Year 8) provides important background knowledge to the Elizabethan Settlement. In this unit you will develop further your understanding of two key British Values; <i>Mutual Respect</i> and <i>Tolerance of Different Cultures and Religions</i>. 	<p>Settlement Protestant Catholic Puritan Recusant Excommunicate Plots Ridolfi Babington Death Warrant</p>	
4	<p>Evaluate the extent to which there was a Golden Age in Elizabeth I's reign and understand the reasons for the outbreak of war with Spain (Part Two)</p> <ul style="list-style-type: none"> Golden Age; problem of poverty and the Poor Laws, the growth of the Elizabethan Theatre. Voyage and exploration; the roles of Hawkins, Drake and Raleigh. Reasons for war with Spain. Historic Environment; assess how our knowledge fits with an Elizabethan historical site. 	<ul style="list-style-type: none"> This continually builds on your existing knowledge of Elizabeth I's reign. Your knowledge of Elizabeth's Religious Settlement will provide important background knowledge in understanding rivalry with Spain. Voyage and exploration under Elizabeth links to your study of the British Empire (Year 8). 	<p>Golden Age Impotent Poor Able Bodied Poor Idle Poor Elizabethan Poor Law (1601) The Globe John Hawkins The New World Spanish Armada Netherlands</p>	
5	<p>Provide a detailed evaluation of why World War One broke out in 1914 (Part One)</p> <ul style="list-style-type: none"> The Alliance System: the Triple Alliance; Franco Russian Alliance; relations between the "Entente" powers; the crises in Morocco (1905-11) and in the Balkans (1908-09). Anglo-German rivalry: Splendid isolation; Kaiser Wilhelm's aims in foreign policy; Weltpolitik. Outbreak of war: relations between Serbia and Austria-Hungary; the assassination in Sarajevo and its consequences. 	<ul style="list-style-type: none"> This unit adds greater depth to your understanding of World War One, covered in Year 9. In our learning on the causes of World War One, we will make regular reference to Russia. This connects to our next topic, <i>Russia: Tsardom and Communism</i> (Year 11). 	<p>Annex Place in the Sun Splendid Isolation Dreadnought Weltpolitik Ultimatum Two-power standard Moroccan Crises Balkans Crisis July Crisis</p>	
6	<p>Explain why there was stalemate in World War One (Part Two)</p> <ul style="list-style-type: none"> The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne. The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele. The wider war: Gallipoli and its failure, the war at sea, including Jutland, the U-boat campaign and convoys. 	<ul style="list-style-type: none"> Your study of key battles during World War One links again to our next topic <i>Russia: Tsardom and Communism</i> (Year 11). It is important for both units to understand Russia's experience of World War One. 	<p>Stalemate War of Attrition Battle of the Marne Verdun Somme Passchendaele U-boat Campaign Artillery Western Front Eastern Front</p>	
Target Grade:		AP1:	AP2:	AP3:

CORE KNOWLEDGE

What I will know and understand by the end of Year 11.



This year in History you will be able to:		This links to:	Key Vocabulary:
1	<p>Explain why there was stalemate in World War One (Part Two) and why World War One came to an end (Part Three)</p> <ul style="list-style-type: none"> The Schlieffen Plan. The Western Front: military tactics and technology, including trench warfare; the war of attrition. The wider war: Gallipoli and the war at sea. The end of World War One: America's entry into the war; changes in the Allied forces; the Ludendorff Offensive and the Hundred Days; the Armistice. 	<ul style="list-style-type: none"> Your study of key battles during World War One links again to our next topic <i>Russia: Tsardom and Communism</i> (Year 11). It is important for both units to understand Russia's experience of World War One. 	<p>Stalemate War of Attrition Battle of the Marne Verdun Somme Hundred Days Ludendorff Offensive Unified Command Armistice Stormtrooper</p>
2	<p>Explain why Tsardom came to an end (Part One)</p> <ul style="list-style-type: none"> Russia's economy and society; industrialisation; living conditions. Nicholas II's autocracy and the court: the growth of revolutionary opposition; the 1905 Revolution and the October Manifesto; the work of Peter Stolypin. The First World War: the impact of military defeats on the Tsarist government; social and economic effects of the war on cities and in the countryside; the unpopularity of the Romanovs, including the role of Rasputin; the Tsar's abdication. 	<ul style="list-style-type: none"> World War One had a massive impact on Russia. This links with your study of World War One in Year 9. Russia was made up of 84% peasantry. This will build on your knowledge of the peasantry from Year 7, showing this group in a different context. 	<p>Tsar Duma Autocracy Stolypin October Manifesto 1905 Revolution Abdicate Romanov Rasputin Peasantry</p>
3	<p>Explain how Lenin came to power and assess the impact of his dictatorship (Part Two)</p> <ul style="list-style-type: none"> The Provisional Government; its failure to deal with Russia's social, economic and military problems; Lenin and Trotsky and their role in the October Revolution. The impact of Lenin's dictatorship; the end of World War One, the Cheka, the Red Army and the Russian Civil War. Social and economic developments; War Communism; the Kronstadt Rising; the New Economic Policy (NEP). 	<ul style="list-style-type: none"> Once again, World War One played a significant role in many of these events. Your learning on World War One from Year 9 is extremely relevant here. This links to your study of Conflict and Tension 1918-39 - you will understand developments during the 1920s and 1930s from a Russian point of view. 	<p>Provisional Lenin Trotsky Bolshevik Marxism War Communism NEP Cheka Red Army Civil War.</p>
4	<p>Assess Stalin's impact as leader of the USSR (Part Three)</p> <ul style="list-style-type: none"> Stalin the dictator: the power struggle to succeed Lenin; the Terror and the Purges; the army; secret police; labour camps; censorship; the cult of personality; propaganda. Stalin's modernisation of the USSR; including collectivisation, the Five Year Plans, social and economic consequences for the Kulaks; the extent of modernisation. The impact of the Second World War; Stalin's wartime leadership; political, economic and social problems caused by the Great Patriotic War up until 1945. 	<ul style="list-style-type: none"> Once again, World War One played a significant role in many of these events. Your learning on World War One from Year 9 is extremely relevant here. This links to your study of Conflict and Tension 1918-39 - you will understand developments during the 1920s and 1930s from a Russian point of view. 	<p>Stalin Terror Purges Collectivisation Five Year Plans Kulak USSR Modernisation Great Patriotic War Cult of Personality</p>
5	<p>Review your learning in order to prepare for your final examinations.</p> <ul style="list-style-type: none"> Your revision sessions will be tailored to address gaps in knowledge and examination technique identified in PPE 1 (November 2021) and PPE 2 (February 2022). During this half term GCSE examinations will be taking place. 	<ul style="list-style-type: none"> All of your learning from previous GCSE topics will be brought together. 	<p>Revisiting key vocabulary from Year 9, 10 and 11.</p>
6	<p>GCSE examinations taking place</p>	<ul style="list-style-type: none"> All of your learning from previous GCSE topics will be brought together. 	<p>Revisiting key vocabulary from Year 9, 10 and 11.</p>

Target Grade:

AP1:

AP2:

AP3: