

# CORE KNOWLEDGE

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



This year in ....., we will be learning		This links to:	Key Vocabulary:	
1	<b>Lakota Indians</b> <ul style="list-style-type: none"> <li>Settlement of the Lakota</li> <li>Lakota Technology – The buffalo = shelter, food and clothing</li> </ul>	This links to the subjects of Geography and Technology when investigating how the Lakota located and resourced themselves. It ties to causation and chronology skills as well as to the GCSE USA unit on groups that struggled in the America 1920-1973.	Ice Age nomadic Sioux Bering Strait Lakota buffalo jerky pemmican tepee hide	
2	<b>Lakota Indians</b> <ul style="list-style-type: none"> <li>Lakota family life</li> <li>Lakota religion</li> <li>Lakota essay- Lakota V White American culture</li> </ul>	This has cross curricular links to RE and English in examining differences in cultures and beliefs culminating in an extended piece of writing on the consequences of the differing Lakota lifestyle. It introduces you to a GCSE type question and again reinforces the discrimination experienced by the Lakota in America 1920—1973.	bands polygamy exposure Visions Monoculture Wakan Tanka Sundance Medicine Man Spirits Medicine bag	
3	<b>History skills</b> <ul style="list-style-type: none"> <li>Chronology and key terms</li> <li>Timing and types of sources</li> <li>Source analysis - inference and judgement</li> </ul>	This links, recaps and consolidates chronology skills from KS2. It begins early skills of source analysis and inference that will be developed later across all history units and year groups. You learn key terms that can be used at GCSE especially in the Heath & Nation unit	chronology BC/ AD source primary secondary decade progress regress infers implies	
4	<b>Roman Empire</b> <ul style="list-style-type: none"> <li>Growth of the Roman Empire</li> <li>Roman Army</li> <li>Roman technology</li> </ul>	This links to Geography and Technology. It will continue to develop your chronology skills from the previous unit and build upon what they learnt at KS2 about the Romans. It links to the ideas of the British empire in year 8.	empire centurion aqueduct colosseum latrines cohort decimation Circus Maximus Latin gladiators	
5	<b>Medieval Britain</b> <ul style="list-style-type: none"> <li>1066 - Contenders to the throne and Battle of Hastings</li> <li>Keeping control - Castles and feudalism</li> <li>The Church and Henry II and Thomas Beckett</li> <li>Crusades</li> </ul>	This has cross curricular ties with RE, citizenship and technology. It links to the ideas of causation and consequence as well as the significance of key individuals. The knowledge gained here will help you to understand the dominance the Church had in medicine during medieval times at GCSE.	contenders motte & bailey palisade barons pilgrimage Bayeux Tapestry crenellments hierarchical archbishopsp crusade	
6	<b>Medieval Britain</b> <ul style="list-style-type: none"> <li>King John &amp; Magna Carta</li> <li>Peasants Revolt</li> <li>Black Death – causes and consequences</li> </ul>	This links with Science. Your ideas of cause and effect of the Black death will be useful to the a unit of Health and the Nation dealing with public health in the Middle Ages.	monarch parliament poll Tax plague Magna Carta barons revolt buboes	
Target Grade:		AP1:	AP2:	AP3:

# CORE KNOWLEDGE

What I will know and understand by the end of Year 8.



This year in ....., we will be learning		This links to:	Key Vocabulary:										
1	<b>Henry VII &amp; Britain 1509-1745</b> <ul style="list-style-type: none"> <li>Henry VII – How did he secure the throne?</li> <li>Martin Luther – European Reformation</li> <li>Henry VIII wives and the man</li> </ul>	<p>This has cross curricular links with RE in investigating how the Church's power started to change. It makes you familiar with another GCSE type question as well consolidate the source work skills you learnt in year 7. It also links to Renaissance Medicine at GCSE in understanding how the churches control of medicine weakened and enabled individuals to make their medical discoveries.</p>	<table border="0"> <tr> <td>reign</td> <td>civil war</td> </tr> <tr> <td>Bosworth</td> <td>barons</td> </tr> <tr> <td>Star Chamber</td> <td>reform</td> </tr> <tr> <td>indulgences</td> <td>purgatory</td> </tr> <tr> <td>95 Theses</td> <td>heresy</td> </tr> </table>	reign	civil war	Bosworth	barons	Star Chamber	reform	indulgences	purgatory	95 Theses	heresy
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2	<b>Britain 1509-1745</b> <ul style="list-style-type: none"> <li>English Reformation – influence of Henry VIII, Edward VI, Mary I and Elizabeth I</li> <li>Mary Queen of Scots – actions and execution</li> </ul>	<p>This ties with RE in understanding changes in the churches in England. You will learn about the significance and importance the Tudors monarchs had on the church. It also provides a solid foundation and context to the GCSE Elizabeth I unit- and the religious and political differences and threats that she faced...</p>	<table border="0"> <tr> <td>dissolution</td> <td>Protestants</td> </tr> <tr> <td>Protectors</td> <td>altar</td> </tr> <tr> <td>Mass</td> <td>compromise</td> </tr> <tr> <td>Reformation</td> <td>Pope</td> </tr> <tr> <td>Puritans</td> <td>Recusants</td> </tr> </table>	dissolution	Protestants	Protectors	altar	Mass	compromise	Reformation	Pope	Puritans	Recusants
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3	<b>Britain 1509-1745</b> <ul style="list-style-type: none"> <li>Elizabeth and Spanish Armada</li> <li>Gunpowder Plot – who, why, what and consequences</li> <li>English Civil War – who, why and what</li> </ul>	<p>This has cross curricular ties with geography and RE. It continues your understanding of the impact of religion had in English affairs. The Spanish Armada work ties directly with the Elizabeth I GCSE unit and the external threats that Elizabeth I had to deal with.</p>	<table border="0"> <tr> <td>armada</td> <td>galleons</td> </tr> <tr> <td>seadogs</td> <td>treason</td> </tr> <tr> <td>conspirators</td> <td>Parliament</td> </tr> <tr> <td>Cavaliers</td> <td>Stages</td> </tr> <tr> <td>Roundheads</td> <td>Triggers</td> </tr> </table>	armada	galleons	seadogs	treason	conspirators	Parliament	Cavaliers	Stages	Roundheads	Triggers
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4	<b>Britain 1509-1745</b> <ul style="list-style-type: none"> <li>Charles II – focussing on the Great Plague and Great Fire</li> </ul> <b>Britain 1745-1901</b> <ul style="list-style-type: none"> <li>Overview of revolutionary changes in Britain and inventors</li> <li>Revolutions in Agriculture and transport</li> </ul>	<p>This has cross curricular ties with Technology and Geography. It shows the continuity and lack of progress in medicine with Charles II treatments. It also links to Renaissance Medicine and the public health issues of the time. The 1745-1901 topics link to work in geography on population change and the significance of the different revolutionary changes made.</p>	<table border="0"> <tr> <td>buboes</td> <td>flagellants</td> </tr> <tr> <td>revolution</td> <td>rotation</td> </tr> <tr> <td>fallow</td> <td>navvies</td> </tr> <tr> <td>turnpike</td> <td>tolls</td> </tr> <tr> <td>canals</td> <td>locomotive</td> </tr> </table>	buboes	flagellants	revolution	rotation	fallow	navvies	turnpike	tolls	canals	locomotive
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5	<b>Britain 1745-1901</b> <ul style="list-style-type: none"> <li>What were living conditions like?</li> <li>What were the working conditions like?</li> <li>Voting in Britain - Franchise &amp; the Suffragettes</li> </ul>	<p>This has ties with the subjects of Science and Technology. It links to the GSCE Health and the Nation module of the Industrial Revolution 1750-1900 - public health in particular.</p>	<table border="0"> <tr> <td>domestic</td> <td>factory</td> </tr> <tr> <td>textiles</td> <td>squalor</td> </tr> <tr> <td>privy</td> <td>cesspits</td> </tr> <tr> <td>terrace</td> <td>cholera</td> </tr> <tr> <td>suffrage</td> <td>petition</td> </tr> </table>	domestic	factory	textiles	squalor	privy	cesspits	terrace	cholera	suffrage	petition
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6	<b>Britain 1745-1901</b> <ul style="list-style-type: none"> <li>Growth of the British Empire</li> <li>The Transatlantic Slave Trade – where, who, conditions, changes</li> </ul>	<p>This has cross curricular ties to RE, Geography and Citizenship. It links to civil rights and the later work of Martin Luther King in the America GCSE module.</p>	<table border="0"> <tr> <td>empire</td> <td>colony</td> </tr> <tr> <td>rivalry</td> <td>wealth</td> </tr> <tr> <td>merchants</td> <td>Triangular trade</td> </tr> <tr> <td>transatlantic</td> <td>plantation</td> </tr> <tr> <td>Middle Passage</td> <td>abolition</td> </tr> </table>	empire	colony	rivalry	wealth	merchants	Triangular trade	transatlantic	plantation	Middle Passage	abolition
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Target Grade:		AP1:		AP2:		AP3:							

# CORE KNOWLEDGE

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



This year in ....., we will be learning		This links to:	Key Vocabulary:										
1	<b>20<sup>th</sup> Century World - Causes of the First World War</b> <ul style="list-style-type: none"> <li>• Kaiser's aims, Alliance system, Naval race</li> <li>• Assassination</li> <li>• Schlieffen Plan</li> </ul>	<p>This topic links with Geography. It also ties with Tension &amp; Conflict at GCSE that contributes to Hitler's rise to power later.</p>	<table border="0"> <tr> <td>Kaiser</td> <td>conscription</td> </tr> <tr> <td>Balkans</td> <td>nationalism</td> </tr> <tr> <td>Triple Entente</td> <td>Black Hand Gang</td> </tr> <tr> <td>Triple Alliance</td> <td>mobilisation</td> </tr> <tr> <td>Dreadnought</td> <td>neutrality</td> </tr> </table>	Kaiser	conscription	Balkans	nationalism	Triple Entente	Black Hand Gang	Triple Alliance	mobilisation	Dreadnought	neutrality
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2	<b>20<sup>th</sup> Century World - Round up of causes of First World War &amp; essay</b> <b>20<sup>th</sup> Century World - Course of the First World War</b> <ul style="list-style-type: none"> <li>• Trenches- structure, conditions, sources, Somme</li> <li>• War at Sea</li> <li>• Home front</li> </ul>	<p>This has cross curricular links with Geography and English with war poetry. It also links to the desire to avoid another war happening in Tension and Conflict GCSE module in the creation of the Versailles Treaty. It also ties in with the Health &amp; the Nation unit at GCSE investigating the impact and nature of WW1 had on medicine.</p>	<table border="0"> <tr> <td>sump</td> <td>convoys</td> </tr> <tr> <td>silent picket</td> <td>blockade</td> </tr> <tr> <td>trench foot</td> <td>Haig</td> </tr> <tr> <td>rationing</td> <td>dilution</td> </tr> <tr> <td>Stalemate</td> <td>zeppelins</td> </tr> </table>	sump	convoys	silent picket	blockade	trench foot	Haig	rationing	dilution	Stalemate	zeppelins
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3	<b>20<sup>th</sup> Century World - Interwar Years</b> <ul style="list-style-type: none"> <li>• Treaty of Versailles- aims of Big Three, conditions/sanctions</li> <li>• League of Nations – overview, weaknesses</li> <li>• League of Nations Failures – Manchuria &amp; Abyssinia Crises</li> </ul>	<p>This has ties to Geography as well as to the Tension &amp; Conflict GCSE unit on the bitterness created by the Versailles Treaty and the importance of the events in 1920-1930s failed to keep peace in Europe.</p>	<table border="0"> <tr> <td>sanctions</td> <td>sabotage</td> </tr> <tr> <td>territorial</td> <td>Lytton Commission</td> </tr> <tr> <td>reparations</td> <td>Hoare-Laval</td> </tr> <tr> <td>demilitarisation</td> <td>Assembly</td> </tr> <tr> <td>Council</td> <td>economic</td> </tr> </table>	sanctions	sabotage	territorial	Lytton Commission	reparations	Hoare-Laval	demilitarisation	Assembly	Council	economic
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4	<b>20<sup>th</sup> Century World- Causes of Second World War &amp; Hitler actions</b> <ul style="list-style-type: none"> <li>• Aims, Saar, Dollfuss and rearmament</li> <li>• Rhineland &amp; Anschluss</li> <li>• Sudetenland, Munich Conference &amp; Nazi Soviet Pact</li> </ul>	<p>This again has links to Geography and the Tension &amp; Conflict GCSE unit specifically the module of Hitler and the Origins of the Second World War.</p>	<table border="0"> <tr> <td>Lebensraum</td> <td>demilitarised</td> </tr> <tr> <td>conscription</td> <td>plebiscite</td> </tr> <tr> <td>Maginot Line</td> <td>Anschluss</td> </tr> <tr> <td>Czechoslovakia</td> <td>pact</td> </tr> <tr> <td>Appeasement</td> <td>disarmament</td> </tr> </table>	Lebensraum	demilitarised	conscription	plebiscite	Maginot Line	Anschluss	Czechoslovakia	pact	Appeasement	disarmament
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5	<b>20<sup>th</sup> Century World - Causes of Second World War and Hitler Round up</b> <b>20<sup>th</sup> Century World -Course/Key events of the Second World War</b> <ul style="list-style-type: none"> <li>• Overview of war – Blitzkrieg, Dunkirk, Battle of Britain, Operation Barbarossa, Normandy</li> <li>• Atomic Bomb</li> </ul>	<p>This has cross curricular links with Geography. It also links to the Health &amp; the Nation unit at GCSE of how medicine was effected the nature of WW2. It also ties in the USA GCSE unit and the role America had I it.</p>	<table border="0"> <tr> <td>Dogfights</td> <td>Luftwaffe</td> </tr> <tr> <td>Maginot Line</td> <td>Spifires</td> </tr> <tr> <td>communism</td> <td>Lebensraum</td> </tr> <tr> <td>Mulberries</td> <td>D-Day</td> </tr> <tr> <td>nuclear</td> <td>radiation</td> </tr> </table>	Dogfights	Luftwaffe	Maginot Line	Spifires	communism	Lebensraum	Mulberries	D-Day	nuclear	radiation
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6	<b>Course/Key events of the Second World War</b> <ul style="list-style-type: none"> <li>• Holocaust</li> <li>• Home Front and evacuation</li> </ul> <b>Late 20<sup>th</sup> Century/Modern Times – decades 1950-1980s</b>	<p>This unit has cross curricular ties with RE and Art. You will do a variety of activities that will link to the historical skills you have learn in yr7 and 8</p>	<table border="0"> <tr> <td>Holocaust</td> <td>persecution</td> </tr> <tr> <td>Gestapo</td> <td>anti-semitism</td> </tr> <tr> <td>Blitz</td> <td>rationing</td> </tr> <tr> <td>Black outs</td> <td>canaries</td> </tr> <tr> <td>Zeppelins</td> <td>barrage balloons</td> </tr> </table>	Holocaust	persecution	Gestapo	anti-semitism	Blitz	rationing	Black outs	canaries	Zeppelins	barrage balloons
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Target Grade:		AP1:		AP2:		AP3:							

# CORE KNOWLEDGE

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



This year in ....., we will be learning		This links to:	Key Vocabulary:
1	<p><b>Recap and review of Hitler and causes of Second World War USA - Boom</b></p> <ul style="list-style-type: none"> <li>Isolationism – what, why and impact</li> <li>1920s – What caused the economic boom of 1920s &amp; Henry Ford</li> <li>Roaring 1920s and women in 1920s</li> </ul>	<p>This ties to the 20<sup>th</sup> century unit of year 9 and Tension &amp; Conflict module in explaining why America withdrew from European affairs. It also links to how the role of women changed socially in the world after the industrial Revolution period.</p>	<p>tariffs                      stock exchange Laissez faire              mass production assembly lines            dividend prosperity                  cycle of prosperity hire purchase              flappers</p>
2	<p><b>USA - Boom</b></p> <ul style="list-style-type: none"> <li>Who didn't benefit in 1920s &amp; immigration</li> <li>Prohibition and Al Capone – what, why and consequences</li> <li>African Americans &amp; KKK – what, why and consequences</li> <li>Red Scare &amp; Communism – what, why and consequences</li> </ul>	<p>This has ties to RE and Citizenship. It links to year 7 Lakota unit of native Americans that did not benefit in the 1920s. This links to push and pull factors of migration studied in Geography in at KS3.</p>	<p>inequality                  Jim Crow's Laws reservations              WASPs speakeasies               lynching bootleggers                anarchists moonshine                  Palmer Raids</p>
3	<p><b>USA - Bust</b></p> <ul style="list-style-type: none"> <li>Causes and Effects of the Depression</li> <li>New Deal – what, effects, opposition</li> <li>Impact of the Second World War</li> </ul>	<p>This links to causes of the Second World War in how it contributed to certain dictators rise to power. It could link to American literature texts studied in English such as of Mice and Men.</p>	<p>overproduction          Alphabet Agencies rugged individualism      Dust Bowl hobos                        Bonus Army Hoovervilles                priming the pump breadlines                  Supreme Court</p>
4	<p><b>USA- Post War</b></p> <ul style="list-style-type: none"> <li>America in 1950s &amp; McCarthyism</li> <li>Civil Rights, Martin Luther King &amp; Black Power</li> <li>Kennedy &amp; Johnson</li> <li>Feminist Movement</li> </ul>	<p>This has links to RE as well as to the Industrial Britain unit of slavery and the developments since as well as the suffragettes. It has political links with civil rights</p>	<p>consumerism              boycott American Dream          direct action containment                New Frontier segregate                  Great Society Rosa Parks                 feminism</p>
5	<p><b>USA</b></p> <ul style="list-style-type: none"> <li>Round up &amp; overview</li> </ul> <p><b>Health and the Nation = Middle Ages</b></p> <ul style="list-style-type: none"> <li>Causes and treatments</li> <li>Hippocrates &amp; Galen- significance</li> </ul>	<p>This links to Science and shows how the Church had a strong control of medicine and how certain individuals try to contest that grip.</p>	<p>scientific                  oath supernatural                purge miasmas                      Four Humours physiology                  anatomy dissection                  vivisection</p>
6	<p><b>Health and the Nation – Middle Ages</b></p> <ul style="list-style-type: none"> <li>Surgery – practices and problems</li> <li>Arabic/Islamic medicine – how helped and hindered medicine</li> <li>Public Health &amp; Black Death – what it was, causes and consequences</li> </ul>	<p>This has cross links with Science, biology and RE. It ties to Medieval Britain and public health issues in year 7</p>	<p>anaesthetics                cauterisation trephining                  blood letting monasteries                lavatorium infirmary                    Buboes Flagellants                  Koran</p>

Target Grade:		AP1:		AP2:		AP3:	
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# CORE KNOWLEDGE

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



This year in ....., we will be learning		This links to:	Key Vocabulary:		
1	<p><b>Recap &amp; Review</b> - Hitler &amp; Road to Second World War</p> <p><b>Recap &amp; Review</b> - Middle Ages Medicine</p> <p><b>Recap &amp; Review</b>- Renaissance Medicine – Vesalius, Pare &amp; Harvey and their significance , Charles II and Great Plague</p>	<p>The Second World War recaps links to the final Tension &amp; Conflict block. It ties to Geography. The medicine recap links to Medieval Britain and public health issues in year 7 and work covered in year 8 on Charles II.</p>	<p>anatomy physiology miasmas circulation digestive</p> <p>cautery turning point septum vivisection transfusions</p>		
2	<p><b>Health &amp; the Nation – 1750-1900/Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>Edward Jenner &amp; Vaccines</li> <li>Louis Pasteur &amp; Robert Koch – Germ Theory</li> <li>Surgery – Simpson, Lister &amp; Landsteiner</li> <li>Public Health &amp; Cholera</li> </ul>	<p>This has cross curricular ties with Science and Biology. It also links the USA and how their involvement in</p>	<p>vaccination immune spontaneous generation microbes pasteurization</p> <p>bacterology methyl violet chloroform carbolic acid industrialisation</p>		
3	<ul style="list-style-type: none"> <li><b>20<sup>th</sup> Century/ Modern Medicine overview</b></li> <li>Magic Bullets and penicillin</li> <li>First World War &amp; Second World War &amp; NHS</li> <li>Factors overview</li> <li>Modern Medicine overview</li> </ul>	<p>This has cross curricular ties with Science and Biology. It links to work covered in yr9 on the nature of the conflicts. It also links to the USA and how their involvement in the 2ndWW contributed to medicine.</p>	<p>antibodies pharmaceutical Fleming Myth plastic surgery transfusions</p> <p>x rays gangrene NHS shrapnel Beveridge</p>		
4	<p><b>USA - Bust</b></p> <ul style="list-style-type: none"> <li>Causes and Effects of the Depression</li> <li>New Deal – what, effects, opposition</li> <li>Impact of the Second World War</li> </ul>	<p>This links to causes of the Second World War in how it contributed to certain dictators rise to power. It could link to American literature texts studied in English such as of Mice and Men.</p>	<p>overproduction rugged individualism hobos Hoovervilles breadlines</p> <p>Alphabet Agencies Dust Bowl Bonus Army priming the pump Supreme Court</p>		
5	<p><b>USA- Post War</b></p> <ul style="list-style-type: none"> <li>America in 1950s &amp; McCarthyism</li> <li>Civil Rights, Martin Luther King &amp; Black Power</li> <li>Kennedy &amp; Johnson</li> <li>Feminist Movement</li> </ul>	<p>This has links to RE as well as to the Industrial Britain unit of slavery and the developments since as well as the suffragettes. It has political links with civil rights</p>	<p>consumerism American Dream containment segregate Rosa Parks</p> <p>boycott direct action New Frontier Great Society feminism</p>		
6					
Target Grade:		AP1:	AP2:	AP3:	