

St Peter's CE Middle School Curriculum Overview

Subject: History

	Autumn	Spring	Summer
Year 5	<p>Topic:</p> <p>Ancient Greeks <i>A study of Greek life and achievements and their influence on the western world</i> <i>- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p>	<p>Topic:</p> <p>Stone Age to Iron Age <i>Changes in Britain from the Stone Age to the Iron Age</i></p>	<p>Topic:</p> <p>Magna Carta <i>A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p>
	<p>Concept:</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks? - Athens vs Sparta - Battle of Marathon - Democracy - Olympics - Daily life - Gods and goddesses - Trojan War - Greek art and architecture - The legacy of the Greeks 	<p>Concept:</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers - Bronze Age religion, technology and travel - Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Concept:</p> <ul style="list-style-type: none"> - William the Conqueror and the founding of the feudal system - John's start in power and the baron rebellion - Initial introduction of Magna Carta - Key clauses of the Magna Carta and comparisons with modern law - Edward III and lasting impact of the early monarchs - End of the feudal system
	<p>Skills:</p> <p>Introduction to key skills: Chronology, compare and contrast with modern day, write recounts of events, using secondary sources, begin to use historical terms</p>	<p>Skills:</p> <p>Introduce: Understanding 'prehistory' and the availability of sources.</p> <p>Build on: Chronology, comparing and contrasting, recounts and historical terms, using secondary sources.</p>	<p>Skills:</p> <p>Introduce: Using primary sources and secondary sources together</p> <p>Build on: Chronology, making connections between time periods, using historical terms, creative recounts.</p>

	<p>Outcome:</p> <ul style="list-style-type: none"> - Order a timeline of the civilisation and place the Greeks in a wider context of time. - Compare the city states of Athens and Sparta - Perform a re-enactment of the Battle of Marathon - Create a poster for the Ancient Olympics - Compare the ancient origins of democracy with the UK's modern democratic system - Design a Greek vase - Write a diary entry from the perspective of a Greek or Trojan during the battle of the Trojan Horse - Write a non-chronological report on daily life - Create a fact file on the twelve Olympian gods 	<p>Outcome:</p> <ul style="list-style-type: none"> - Create and perform a TV advert about the 'new' bow and arrow - Conduct a debate over the reasons for Stonehenge - Write a job application to be a copper child - Write and perform a TV news report about the findings at Skara Brae - Create an informational booklet about one of the case studies we cover: Danesbury hillfort or Maiden Castle. 	<p>Outcome:</p> <ul style="list-style-type: none"> - Creating a class Domesday book - Diary entry from the perspective of either John or a Baron before, during and after signing. - Re-enactment of the signing of Magna Carta - Create a poster about the modern influence of Magna Carta - Design a Jurors Chair
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	Autumn	Spring	Summer
Year 6	<p>Topic:</p> <p>Early Islamic Civilisation - Baghdad c.900 AD</p> <p><i>a non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900</i></p>	<p>Topic:</p> <p>The First Civilisations and the Egyptians</p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt</i></p>	<p>Topic:</p> <p>Battle of Britain and WWII</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history: the Battle of Britain</i></p>
	<p>Knowledge/ Concepts:</p> <ul style="list-style-type: none"> • Where is Baghdad and what was its place in the world c. AD 900? • What kind of people were the citizens of Baghdad? • How important was learning to the people of Baghdad? • How can we compare London and Baghdad c AD 900? • What is the House of Wisdom? • What was the House of Wisdom for? • Who used the House of Wisdom? • What happened to the House of Wisdom? • How far can we trust surviving evidence about the Islamic Civilisation? • What other contributions have been made by the Islamic civilisation? • How much from the Islamic Civilisation times do we use today? • What did early Islamic Civilisation leave behind? 	<p>Knowledge/ Concepts:</p> <ul style="list-style-type: none"> • Where is Ancient Egypt and Egypt today? • What is on the AE timeline? • What historical sources do we have for AE? • How and why did mummification take place in AE? • What is modern Egypt like? • What is the importance of the river Nile? • How did worship in AE change over time? • What is the Rosetta Stone and what are hieroglyphics? • Why were the pyramids built? • Who was Tutankhamun? 	<p>Knowledge/ Concepts:</p> <ul style="list-style-type: none"> • Why did WWII happen? Outbreak. • What happened early in the war and why? • Who was involved in the war, where did it take place? • Why did evacuation happen? • When did rationing take place? • What was the Holocaust and why did it happen? • What is propaganda? • What happened at Pearl Harbour and why did it happen? • What was it like to be a part of the Dunkirk evacuation in 1940? • What happened on D-Day and why did it happen? • What happened during VE day and how were people feeling?
	<p>Skills:</p> <p>Introduce: Investigating a range of enquiries</p> <p>Build on: Using sources, making connections across civilisations and times.</p> <p>Challenge: Making connections to Britain at the time, use some historical terms accurately.</p>	<p>Skills:</p> <p>Introduce: Composing own enquiries.</p> <p>Build on: Evaluating sources, investigating enquiries, using primary sources.</p> <p>Challenge: Chronology, making connections across times and peoples, using sources, use terms accurately.</p>	<p>Skills:</p> <p>Introduce: Answering own enquiries with support</p> <p>Build on: Evaluating sources, composing own enquiries, using primary sources, making connections with modern day.</p> <p>Challenge: Chronology, investigating enquiries, using sources</p>

<p>Outcome:</p> <p>Compare London and Baghdad at AD 900 and begin to make inferences about change, cause, similarity and differences between the two.</p> <p>Be able to describe the House of Wisdom and how it represents ancient Baghdad as a civilisation and cultural epicentre.</p> <p>Design a prospectus for the House of Wisdom</p> <p>Evaluate the impact of Ancient Baghdad on the modern world.</p> <p>Debate: Which ancient civilisation made the greater impact on the modern world: Baghdad or Greece?</p>	<p>Outcome:</p> <p>Research notes from a variety of sources with the purpose of compiling a Mummification report.</p> <p>Mummification report.</p> <p>Confidently articulate reasons for the rise of civilisations in different ways.</p>	<p>Outcome:</p> <p>Include details of the outbreak of war into a narrative about the Blitz after working on a timeline of major events and causes. Plan and make a variety of Air Raid Shelters.</p> <p>Develop their own propaganda poster to help the war effort based on examples studied. Report their opinions of various sources giving information about Pearl Harbour. Sequence events for the events surrounding Dunkirk. Write a diary for the time period involving the end of war in Europe.</p>
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	Autumn	Spring	Summer	
Year 7	<p>Topic:</p> <p>The Romans: Julius Caesar</p> <p><i>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</i></p>	<p>Topic:</p> <p>The Normans and the Battle of Hastings</p> <p><i>the development of Church, state and society in Medieval Britain 1066-1509, the Norman Conquest, the struggle between Church and crown, feudalism, religion in daily life</i></p>	<p>Topic:</p> <p>Castles: a study of Windsor Castle</p> <p><i>A local history study: a study over time, testing how far sites in their locality reflect aspects of national history</i></p>	<p>Topic:</p> <p>The Crusades</p> <p><i>the development of Church, state and society in Medieval Britain 1066-1509, the importance of religion and the Crusades.</i></p>
	<p>Concept:</p> <ul style="list-style-type: none"> • What happened when Julius Caesar visited Britain? • Why did the Romans invade Britain in AD 43? • What factors made the Roman Army effective in Britain? • To what extent was Britain 'Romanised'? • Why did Boudicca revolt against Rome? • Why is there a wall in northern England? • Why did the Roman Empire come to an end? • What did the Romans leave behind? 	<p>Concept:</p> <ul style="list-style-type: none"> • What was England like before 1066 • Who should be the next king of England and why? • What was the Battle of Stamford Bridge? • What happened during the battle of Hastings? • Why did William win? • How were the soldiers different between the two armies? • What problems did William have? • What was the Harrying of the North? • What was the peasant revolt? • Why did the Church argue with the king? • How did William control taxes? • What is the Domesday Book? • How did the feudal system help William rule England? • What methods did William use to subdue the English people? 	<p>Concept:</p> <ul style="list-style-type: none"> • What are the features of a Motte and Baily castle? • How did William use these? • What were the advantages and disadvantages of stone keep castles and why did William favour them? • What were the defensive strategies behind concentric castles and how effective were they? • What impact did the church have on the community? 	<p>Concept:</p> <ul style="list-style-type: none"> • What were the crusades? • Who were the crusaders? • Christians vs Muslims • Richard vs Saladin • Crusade One • Crusade two • Why did crusade three fail? • Why did the crusades happen? • Who was more tactically astute?
	<p>Skills:</p> <p>Introduce: Discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Skills:</p> <p>Introduce: Answering their own enquiries, mostly independently.</p> <p>Build on: Compare and analyse sources and use them to draw informed conclusions on enquiries, including some they have framed themselves.</p>	<p>Skills:</p> <p>Introduce: Finding sources to support their enquiries.</p> <p>Build on: Using sources to answer</p>	<p>Skills:</p> <p>Introduce: Analysing cause and effect and the effectiveness of chosen sources.</p>

	<p>Build on: Investigating cause and effect and suggesting reasons for historical events and their outcomes, composing own enquiries.</p> <p>Challenge: Define and use historical terms accurately, chronology, making connections.</p>	<p>Challenge: Define and use historical terms accurately and independently, chronology, making connections.</p>	<p>historical enquiries and communicate ideas.</p> <p>Challenge: Drawing conclusions independently based on evidence.</p>	<p>Build on: Identifying cause and effect.</p> <p>Challenge: Chronological knowledge and understanding.</p>
	<p>Outcome:</p> <p>To have an understanding of the Roman empire and its place in Britain's history.</p> <p>To understand the concept of 'invasion' and be able to explain it using examples.</p> <p>To understand Julius Caesar's role in the Romanisation of Britain.</p> <p>To understand how the empire rose and declined.</p>	<p>Outcome:</p> <p>To have an understanding of England during the Middle Ages and be able to explain significant events.</p> <p>To understand the impact that William the conqueror had on England.</p>	<p>Outcome:</p> <p>To know why William, built castles around England and the impact that castles had.</p> <p>Design and make their own castle.</p>	<p>Outcome:</p> <p>To know what the crusades were and why they came about</p> <p>Crusader report</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic: The Tudors <i>The English Reformation and Counter Reformation (Henry VIII to Mary I), the Elizabethan religious settlement and conflict with Catholics</i>	Topic: The Stuarts <i>the development of Church, state and society in Britain 1509-1745, the causes and events of the civil wars throughout Britain</i>	Topic: Charles I and Oliver Cromwell <i>the development of Church, state and society in Britain 1509-1745, the Interregnum (including Cromwell in Ireland)</i>	Topic: The Industrial Revolution <i>ideas, political power, industry and empire: Britain, 1745-1901, Britain as the first industrial nation – the impact on society</i>	Topic: Ideas, political power, industry and the British empire <i>ideas, political power, industry and empire: Britain, 1745-1901, Britain as the first industrial nation – the impact on society</i>	Topic: Revision
	Concept: Introduction to the Tudors. Henry VII's Problems. Closing the monasteries. Why did Henry break with Rome? Queen Mary A week in the reign of Elisabeth. Why did the Armada fail?	Concept: <ul style="list-style-type: none"> Who are the Stuarts? Was James I the scruffy Stuart? Was the gunpowder plot a set up? What was Charles like as a king? How did Charles I lose control? What was life like during the Civil Wars? What did the soldiers of the English civil war look like? What were the battles of the English Civil War? 	Concept: <ul style="list-style-type: none"> Why did Parliament win the war? What was the execution of Charles I like? What was life like under Oliver Cromwell? Was Oliver Cromwell a hero or a villain? Who ruled from 1660? What was it like in restoration London? What made the 17th century a time of chaos and disaster? 	Concept: <ul style="list-style-type: none"> What is the meaning of Industrial Revolution? Why did Britain industrialise first? How did Britain's factories industrialise? What was life like for 19th Century children? How much of an impact did trains have on industrial Britain? How does a town turn into a city? What was the Victorian class system? What was the impact of Victorian inventions? 	Concept: <ul style="list-style-type: none"> What was the British Empire? Why did the British become empire builders? Britain: Winning or losing the Empire India: The "Jewel in the Crown" Why did the British leave India in 1947? Taking Australia: adventure or invasion? 	Concept: Revision on all subjects in preparation for transition exams.
	Skills:	Skills:	Skills:	Skills: Build on: Use historical terms (e.g.,	Skills: Build on: Discern how and why contrasting	Skills: Challenge: extend and deepen chronologically

<p>Introduce: Making informed choices on source use.</p> <p>Build on: Creating and exploring original historical enquiries</p> <p>Challenge: Use historical terms (e.g., invasion) accurately and in increasingly, chronology, exploring enquiries</p>	<p>Build on: Choosing appropriate sources to support enquiries.</p> <p>Challenge: Make connections and note contrasts and trends within periods.</p>	<p>Introduce: Making connections across periods within Britain.</p> <p>Build on: Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Challenge: Chronological knowledge and understanding.</p>	<p>industrialise) accurately and in increasingly sophisticated ways.</p> <p>Making connections across periods within Britain.</p> <p>Challenge: Analysing cause and effect and the effectiveness of chosen sources.</p>	<p>arguments and interpretations of the past have been constructed</p> <p>Challenge: Analysing cause and effect and the effectiveness of chosen sources.</p>	<p>secure knowledge, identify significant events, make connections, draw contrasts, and analyse trends, pursue historically valid enquiries and create relevant, structured and evidentially supported accounts in response, understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>Outcome:</p> <p>Develop good memory recall and state historical facts.</p> <p>Be able to analyse information and draw conclusions.</p> <p>Develop an understanding of strategy.</p> <p>Show an understanding of the impact that invasion of the Spanish armada may have had.</p> <p>Be able to construct an evidenced point of view on the life of Elizabeth 1st.</p>	<p>Outcome:</p> <p>To be able to make a judgement on James I.</p> <p>To gain knowledge and understanding of the Gun Powder Plot.</p> <p>To be able to give an interpretation of how the king lost control.</p> <p>To be able to gain an understanding of the Stuart monarchs and how they ruled.</p>	<p>Outcome:</p> <p>Develop an informed opinion on Oliver Cromwell and decide if he was a hero or villain.</p> <p>To form a judgment with evidentiary support on whether the monarchy taking back control was a good idea.</p> <p>To understand the reasons behind the English Civil War and the impact it had on Britain.</p>	<p>Outcome:</p> <p>To understand, explain and analyse the impact of the Industrial Revolution on Britain.</p>	<p>Outcome:</p> <p>To understand the origins of the British Empire and its impact on the colonies.</p>	<p>Outcome:</p> <p>Develop historical knowledge and skills in preparation for year 9</p>

