



Five-year sequence: History

Year/time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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7	<p>Key skills/introduction to history Key skills -How time is divided up, such as decades, eras, BC/AD -How to place events into chronological order -What anachronisms are and how to identify them -What are sources, including the difference between primary/secondary -Introduction to source utility, such as what makes a source useful/reliable/biased -How to make inferences</p> <p>Begin the Norman Conquest</p>	<p>The Norman Conquest (1066) and Castles Key knowledge British depth study that focuses on the importance of the monarchy and the changes that took place after 1066. -Key features of Saxon England. -The importance of having an heir. -The four key contenders and their claims -Battle of Stamford Bridge and Battle of Hastings -Problems William faced and the systems he introduced to keep control. -How did castles develop</p> <p>Key skills Continuing to build upon the</p>	<p>King John (1166-1216) and Medieval Life Key knowledge British depth study that continues to focus on the changing power of the monarchy and introduces the importance of religion in Medieval England. -England under King John and why the Barons were angry with him. -The Magna Carta and the long and short-term causes of the Barons rebellion. -Life in Medieval England. -Causes of the Black Death. -Symptoms of the Black Death. -Consequences of the Black Death.</p> <p>Key skills Continuing to build upon previous source skills and</p>	<p>The Peasants Revolt (1381) and the Crusades Key knowledge Depth study that continues to focus on the changing power of the monarchy and religion. -Causes of the Peasants Revolt. -The Peasants Revolt and the consequences. -Key features of 11th century Jerusalem. -The Holy Land and the importance of it. -The role of the Pope. -Causes of the first Crusade. -Difficulties faced during the first Crusade. -The capture of Jerusalem and the aftermath. -Problems still facing Jerusalem today.</p>	<p>The Tudors (1485-1603) Key knowledge Period study that continues to focus on the changing power of the monarchy and religion. -Key features of England at the start of the 16th century. -The character of young Henry VIII. -Problems that Henry VIII faced and why they led him to breaking with Rome. -Changes to religion under Henry VIII. -Different interpretations of Henry VIII. -Changes to religion under Edward VI. -Lady Jane Grey's claim to the throne. -Changes to religion under Mary I.</p> <p>Key skills</p>	<p>The Tudors (1485-1603) and a local history project Key knowledge Thematic/historic environment unit focusing on change and continuity over time, -Problems Elizabeth I faced. -Elizabeth's religious settlement and changes to religion. -The landscape, port, education, leisure and sport of Portsmouth from the Medieval times to the present day. -Significant figures from Portsmouth.</p> <p>Key skills Continuing to build upon previous interpretation skills and explaining. -Describing the main difference in</p>
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		<p>source skills from autumn 1.</p> <ul style="list-style-type: none">-Making inferences from sources.-Describing key features.-Explaining why (causes and consequences)	<p>causes/consequences.</p> <ul style="list-style-type: none">-Making inferences from sources.-Following up a source to find out more information.-Explaining long and short-term causes/consequences.	<p><u>Key skills</u></p> <p>Continuing to build upon previous source skills and causes/consequences.</p> <ul style="list-style-type: none">-Making inferences from sources.-Following up a source to find out more information.-Explaining long and short-term causes/consequences.	<p>Introducing interpretations and building upon explaining causes/consequences.</p> <ul style="list-style-type: none">-Describing the main difference in the views of interpretations.- Explaining why historical interpretations have different views.- Explaining why (causes)	<p>the views of interpretations.</p> <ul style="list-style-type: none">- Explaining why historical interpretations have different views.- Explaining why (causes)-Explaining changes and continuities.
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<p>8</p>	<p>The English Civil War (1642-51), Cromwell and the Restoration <u>Key knowledge</u> British depth unit that continues with the theme of the changing power of the monarchy and religion, beginning to see a change to the power of the people. -England under Charles I.. -Key groups during the Civil War. -Causes of the English Civil War. -Battle of Edgehill -Creation of the New Model Army -Battle of Naseby -Execution of Charles I -England under Oliver Cromwell and his death. England under Charles II and the restoration</p> <p><u>Key skills</u></p>	<p>The French Revolution (1789-1799) <u>Key knowledge</u> Depth unit continuing with the theme of changing power of the monarch/people and revolutions, allowing students to compare with the English Civil War. -France under Louis XVI. -Causes of the 1789 revolution and what happened. -The Terror -Louis XVI's attempts to regain power and why he was executed. -France under Napoleon. -The Battle of Trafalgar and Nelson.</p>	<p>The British Empire and slavery (1583-1914 focus on the 19th century) <u>Key knowledge</u> Period study continuing to look at the changing power of people. -Creation of Britain. -Reasons why Britain wanted an empire. -India before the British Empire. -East India Trading Company -Changes Britain made to India. -Indian Mutiny -Slave trade triangle -Conditions during the Middle Passage -Slave auctions -Treatment of slaves on plantations -Abolition of slavery</p> <p><u>Key skills</u></p>	<p>Industrial Revolution (1750-1850) <u>Key knowledge</u> Period study focusing on a different form of revolution and how the power of the people change. -Changing from the cottage system to the factory system. -Conditions in factory towns and the impact of the factory system. -Working conditions in the factories. -Cholera and changes to public health. -New inventions and the Great Exhibition.</p> <p><u>Key skills</u> Continuing to build upon explanation and introducing the concept of importance.</p>	<p>WWI (1914-1918) <u>Key knowledge</u> British depth study of a turning point event, that also highlights the changing nature of warfare previously touched up in Year 8 Aut 1 and Year 7 Aut 1. -Causes of WWI. -Recruitment into the army. -Conditions in the trenches. -General Haig and his role in key battles. -Battle of the Somme. -Hundred Day's Offensive. -End of WWI and the Treaty of Versailles.</p> <p><u>Key skills</u> Continuing to build upon source skills from year 7 and introducing context of sources. -Inference</p>	<p>Votes for women (1900-1918) <u>Key knowledge</u> British depth study continuing with the theme of changing power of the people. -An 'ideal' Victorian women and reasons why she didn't have the vote. -Methods used by the Suffragists. -Methods used by the Suffragettes. -Emily Davidson and the Epsom Derby. -Government reaction, including the Cat and Mouse Act. -Impact of WWI on women. -Reasons why women got the vote.</p> <p><u>Key skills</u> Continuing to build upon source skills. -Inference</p>
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	<p>Continuing to build upon interpretations from year 7. -Describing the main difference in the views of historical interpretations. -Explaining why historical interpretations have different views.</p>	<p>-The Battle of Waterloo and why Wellington won. Key skills Introducing narrative accounts and beginning to develop explanation into evaluation. -Writing an analytical narrative account. -Evaluating how far you agree.</p>	<p>Continuing to build upon explanation and evaluation. -Explaining causes and consequences. -Evaluating how far you agree.</p>	<p>-Explaining consequences. -Explaining the importance.</p>	<p>-Source usefulness</p>	<p>-Source usefulness</p>
9	<p>Russian revolution (1900-1921) Key knowledge Depth unit continuing with the theme of revolutions, allowing students to compare with revolutions studied in year 7. -Russian society in 1900. -Character of Tsar Nicholas II. -1905 revolution.</p>	<p>WWII (1939-45) Key knowledge British depth study of a turning point event, that also continue with the changing nature of warfare studied in year 8. -Causes of WWII. -Life during evacuation -The Battle of Dunkirk -The Battle of Britain</p>	<p>Holocaust (1941-45) and world genocides (to the present) Key knowledge Thematic unit focusing on change and continuity over time, building upon the short local history unit in year 7. -Spanish invasion of Peru and the end of the Incan Empire.</p>	<p>American Civil Rights (1865-present) Key knowledge Period study continuing to look at the changing power of people in year 8. -Position of Black Americans in the 1930s. -Black Americans during WWII. -Changes made to education for Black Americans.</p>	<p>Crime and Punishment (1250-present) Key knowledge Thematic unit focusing on change and continuity over time, building upon Spring 1. -Crime and punishment in Roman Britain. -Crime and punishment in Saxon England.</p>	<p>Introduction to GCSE history (history mysteries) Key knowledge Thematic unit focusing on change and continuity over time. -The lost colony of Roanoke. -Jack the Ripper. -The sinking of the Titanic. -The sinking of the Lusitania. -The assassination of JFK.</p>



<p>-Russia's involvement in WWI. -February 1917 revolution. -The Provisional Government. -October 1917 revolution. -Russian Civil War 1918-21. -Differences between Communism and Capitalism. -USSR under Lenin.</p> <p>Key skills Building upon interpretations from year 7 and 8 and introducing evaluating interpretations. -Describing the main difference in the views of historical interpretations. -Explaining why historical interpretations have different views.</p>	<p>-The Blitz -Pearl Harbor -The Battle of Stalingrad -D-day landings -Reasons why Germany surrendered. -The dropping of the atomic bomb</p> <p>Key skills Building upon source skills from year 7 and 8 and introducing evaluating interpretations. -Describing the main difference in the views of historical interpretations. -Explaining why historical interpretations have different views. Evaluate how far they agree with historical interpretations</p>	<p>-Impact of European settlers on the Native Americans. -The Holocaust. -The Cambodian genocide. -The Bosnian genocide.</p> <p>Key skills Building upon source skills. -Making inferences from sources -Evaluating the usefulness of sources.</p>	<p>-Changes made to segregation on transportation. -The 1963 Birmingham campaign. -Civil Rights Act 1964 and Voting Rights Act 1965. -Key campaigners: Martin Luther King and Malcolm. -Movements during the 1960s-70s. -Life for Black Americans today. -Struggle for equal rights in Britain for key groups: BAME, LGBT, disabled and women.</p> <p>Key skills Continuing to build upon explanation and evaluation from year 8. -Explaining why changes have taken place. -Evaluating how far you agree.</p>	<p>-Crime and punishment in Norman England. -Crime and punishment in Early Modern England. -Crime and punishment in Industrial Britain. -Crime and punishment in the present day.</p> <p>Key skills Continuing to build upon explanation and evaluation -Explaining similarities and difference. -Evaluating how far do you agree.</p>	<p>Key skills Building upon source skills. -Making inferences from sources. -Following up sources. -Evaluating the usefulness of sources.</p>
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	Evaluate how far they agree with historical interpretations					
10	<p>Warfare through time from 1250-present <u>Key knowledge</u> Thematic unit focusing on change and continuity over time, building upon the thematic units in year 9. c1250-c1500: Medieval warfare and English society <u>The nature of warfare:</u> -Composition of the army -Weapons -Strategy -Tactics <u>The experience of warfare:</u> -Recruitment -Training -Supplies -Impact on civilians <u>Case studies:</u></p>	<p>Warfare through time from 1250-present <u>Key knowledge</u> c1700-c1900: Warfare and British society in the eighteenth and nineteenth centuries <u>The nature of warfare:</u> -Composition of the army -Weapons -Strategy -Tactics <u>The experience of warfare:</u> -Recruitment -Training -Supplies -Impact on civilians <u>Case studies:</u> -The Battle of Waterloo (1815).</p>	<p>Warfare: historical environment case study 1939-1945 <u>Key knowledge</u> An historical environment unit, building upon the unit in year 7. -The context of London in the Second World War -Preparations for war in London in 1939. -The nature of attacks on London. -Types of bomb used in 1940-41 and 1944-45. -The impact of the Blitz on civilian life in London. -Leisure activities in London. -The extent of disruption to daily life and work, and government</p>	<p>Weimar and Nazi Germany 1918-1939 <u>Key knowledge</u> A modern depth study that builds upon previous changes students look at during KS3. -The origins of the Republic, 1918-19 -The early challenges to the Weimar Republic, 1919-23 -The recovery of the Republic, 1924-29 -Changes in society, 1924-29 -Early development of the Nazi Party, 1920-22 -The Munich Putsch and the lean years, 1923-29 <u>Key skills</u> -Making inferences from sources</p>	<p>Weimar and Nazi Germany 1918-1939 <u>Key knowledge</u> -The growth in support for the Nazis, 1929-32 - How Hitler became Chancellor, 1932-33 -The creation of a dictatorship, 1933-34 -The police state Controlling and influencing attitudes - Opposition, resistance and conformity <u>Key skills</u> -Making inferences from sources -Evaluating the usefulness of a source- considering the content, context and provenance.</p>	<p>Weimar and Nazi Germany 1918-1939 <u>Key knowledge</u> -Nazi policies towards women -Nazi policies towards the young -Employment and living standards -The persecution of minorities <u>Key skills</u> -Making inferences from sources -Evaluating the usefulness of a source- considering the content, context and provenance. -Explaining causes/consequences -Describing the main difference in the views of historical interpretations.</p>



	<p>-The Battle of Falkirk (1298). -The Battle of Agincourt (1415). c1500-c1700: Warfare and English society in the early modern period <u>The nature of warfare:</u> -Composition of the army -Weapons -Strategy -Tactics <u>The experience of warfare:</u> -Recruitment -Training -Supplies -Impact on civilians <u>Case studies:</u> -The Battle of Naseby (1645)</p> <p>Key skills -Explaining similarities and differences. -Explaining why something has</p>	<p>-The Battle of Balaclava (1854) c1900-present: Warfare and British society in the modern era <u>The nature of warfare:</u> -Composition of the army -Weapons -Strategy -Tactics <u>The experience of warfare:</u> -Recruitment -Training -Supplies -Impact on civilians <u>Case studies:</u> -The Battle of the Somme (1916) -The Iraq War (2003)</p> <p>Key skills -Explaining similarities and differences. -Explaining why something has</p>	<p>concerns about morale. -London's response to the war. -The historical context of the Second World War. -Government use of propaganda and censorship. -Examples of both public and private sources from the Blitz.</p> <p>Key skills -Describing features -Following up a source -Evaluating the usefulness of a source- considering the content, context and provenance.</p>	<p>-Evaluating the usefulness of a source- considering the content, context and provenance. -Explaining causes/consequences -Describing the main difference in the views of historical interpretations. -Explaining why historical interpretations have different views. -Evaluate how far they agree with historical interpretations, using own knowledge to support.</p>	<p>-Explaining causes/consequences -Describing the main difference in the views of historical interpretations. -Explaining why historical interpretations have different views. -Evaluate how far they agree with historical interpretations, using own knowledge to support.</p>	<p>-Explaining why historical interpretations have different views. -Evaluate how far they agree with historical interpretations, using own knowledge to support.</p>
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	<p>changed/continued</p> <ul style="list-style-type: none"> -Evaluating the nature/extent of change, patterns of change, the process of change and the impact of change. 	<p>changed/continued.</p> <ul style="list-style-type: none"> -Evaluating the nature/extent of change, patterns of change, the process of change and the impact of change. 				
11	<p>Superpower Relations and the Cold War 1945-1991</p> <p><u>Key knowledge</u> A period study that builds upon the changing nature of warfare throughout 7-11.</p> <p>Early tension between East and West</p> <ul style="list-style-type: none"> -The Grand Alliance. -Tehran, Yalta and Potsdam conferences. -The ideological differences between the superpowers. -The development of the atomic bomb -The Long and Novikov telegrams 	<p>Superpower Relations and the Cold War 1945-1991</p> <p><u>Key knowledge</u> Cold War crises, 1958–70</p> <ul style="list-style-type: none"> -Soviet invasion of Czechoslovakia. -Creation of the Brezhnev Doctrine. <p>Attempts to reduce tension between East and West</p> <ul style="list-style-type: none"> -Détente, SALT 1, Helsinki, SALT 2. -The significance of Reagan and Gorbachev’s changing attitudes. -Gorbachev’s ‘new thinking’. 	<p>Early Elizabethan England 1558-1588</p> <p><u>Key knowledge</u> A British depth study that builds upon the themes covered in year 7.</p> <p>The situation on Elizabeth’s accession</p> <ul style="list-style-type: none"> -Society and government. -Problems Elizabeth faces. -Challenges at home and from abroad. <p>The ‘settlement’ of religion</p> <ul style="list-style-type: none"> -Religious divisions in England in 1558. -Elizabeth’s religious Settlement. 	<p>Early Elizabethan England 1558-1588</p> <p><u>Key knowledge</u> The outbreak of war with Spain, 1585–88</p> <ul style="list-style-type: none"> -English involvement in the Netherlands. -Drake and the raid on Cadiz. <p>The Armada</p> <ul style="list-style-type: none"> -Reasons why. -Reasons for and consequences of the English victory. <p>Education and leisure</p> <ul style="list-style-type: none"> -Education -Sport, pastimes and the theatre. 	Revision	Revision



	<p>-Creation of Soviet satellite states . The development of the Cold War -Truman Doctrine and the Marshall Plan. -Cominform , Comecon and the formation of NATO . -The Berlin Crisis The Cold War intensifies -The arms race. -The Hungarian Uprising Cold War crises, 1958–70 -The building of the Berlin Wall -The Bay of Pigs -The Cuban Missile Crisis</p> <p>Key skills -Explaining consequences -Explaining importance -Writing an analytical narrative</p>	<p>Flashpoints -Soviet invasion of Afghanistan. -Reagan and the ‘Second Cold War’. The collapse of Soviet control of Eastern Europe -The impact of Gorbachev’s ‘new thinking’ on Eastern Europe. -Fall of the Berlin Wall. -The collapse of the Soviet Union.</p> <p>Key skills -Explaining consequences -Explaining importance -Writing an analytical narrative</p>	<p>-The Church of England. Challenge to the religious settlement -Puritan challenges. -Catholic challenges. The problem of Mary, Queen of Scots -Her claim to the English throne. -Relations between Elizabeth and Mary. Plots and revolts at home -Revolt of the Northern Earls. -Ridolfi, Throckmorton and Babington Plots. - Mary Queen of Scots’ execution Relations with Spain -Political and religious rivalry -Commercial rivalry and the activities of Drake.</p>	<p>The problem of the poor -Reasons for the increase in poverty. -Policies towards the poor. Exploration and voyages of discovery -Factors prompting exploration. -Drake’s circumnavigation of the globe. Raleigh and Virginia -Raleigh and the attempted colonisation of Virginia. -Reasons for the failure of Virginia</p> <p>Key skills - Describing features -Explaining causes/consequences. -Evaluating the extent of similarity, difference, change, continuity, causation or consequence.</p>		
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			<p><u>Key skills</u> - Describing features -Explaining causes/consequences. -Evaluating the extent of similarity, difference, change, continuity, causation or consequence.</p>			
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