Wyedean School and Sixth Form Centre

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Subject	History				Year	7
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Specification reference	Historical skills Middle ages: the Normans	Middle Ages: Church to Black Death	Middle Ages: Becket Horrible rulers	Horrible rulers Castles	Castles	Romans
Knowledge	Chronological terms Types of evidence The claims of Harold Godwinson, Harald Hardrada, Duke William of Normandy and Edgar Aetheling to the throne in 1066. What happened in the Battle of Hastings and the reasons why the Normans won.	The importance of the medieval Church in everyday life. The life of medieval monks. Medieval medicine The impact of the Black Death and its consequences. Comparison of the Christian and Muslim responses to the Black Death.	The actions of those involved in the murder of Becket and the reasons for them. The actions of John, Edward I, Mary Tudor and Oliver Cromwell regarding minority groups, how they ruled and their impact on the people.	Finishing the unit on horrible rulers from term 3. Motte and bailey castles. Stone keep castles. Concentric castles Siege weapons Castle defences Chepstow Castle	Finishing the unit on castles from term 4.	Roman Empire Roman army organisation and tactics. The Roman invasion of Britain and Boudica's rebellion. Roman life: were the Romans civilised? Gladiators Roman impact on Britain.
Skills	Putting dates in chronological order. Categorising evidence. Cross referencing. Explanation of strengths and weaknesses and reaching a	Explanation. Empathy. Explaining similarities and difference. Source analysis.	Reaching a substantiated judgement. Explanations supported by relevant evidence. Oracy	Change and continuity Explanation of change Judgement about which change was the most important.		Source analysis: making inferences. Explanation Interpretation

	substantiated judgement. Explaining the causes of an event and explaining the most important cause. Oracy					
Key vocabulary	Chronological order Artefact Pictorial Oral Cross-reference Witan Housecarls Fyrd Cavalry Infantry Norman Saxon Viking	Monastery Abbot Vows Infirmary Refectory Pope Buboes	Bloodthirstiness Strictness Minority groups Temperament	Motte Bailey Keep Portcullis Trebuchet Undermining Siege Concentric		Centurion Century Rebellion Empire Civilised Interpretation Inference
Assessment	Students complete an assessment explaining why the Normans won the Battle of Hastings.	Students complete a diary explaining the daily life of a monk.	Students complete an essay explaining how horrible each ruler was and who was the most horrible.	Students complete an explanation of why Chepstow Castle changed over time and explain which reason for change was the most important.		Students complete a source assessment, explaining what sources say about Boudica's battle against the Romans.

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Subject	History				Year	8
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Specification reference	The Tudors	The impact of the Reformation on ordinary people	The industrial revolution	Finish the industrial revolution and its impact Who had the power over time	Complete who had the power over time Empire and slavery	Abolition of slavery Civil rights
Knowledge	The Tudor monarchs Differences between Catholics and Protestants Henry VIII's divorce Why Henry VIII became Head of the Church	The effect of the Reformation The Gunpowder Plot Witch trials	Changes between 1750 and 1900 Working conditions Coal mining Living conditions Railways	Body Snatchers Jack the Ripper Who had the power from 1066 to modern times Why political reform was needed in the 1820s Protest groups during the industrial age	Women and the vote, the Suffragettes The British empire and the trade triangle Conditions on the slave ship and plantations The slave ship, Zong	Abolition of slavery Jim Crow Laws Rosa Parks Martin Luther King Civil rights movement
Skills	Chronological order Causation Explaining the causes of an event and explaining the most important cause.	Extended writing Empathy Questioning Source analysis Oracy	Source analysis (usefulness) and inference Explanation Explanations supported by relevant evidence.	Reaching a substantiated judgement based on a comparison of two sides of a debate. Interpretations Problem solving Group work Oracy	Interpretations Source analysis and inference Reaching substantiated judgements Oracy	Chronological order Reaching substantiated judgements Explanation Debate
Key vocabulary	Monarch	Monarch	Reform	Anatomy	Suffrage	Abolition

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	Reformation Catholic Protestant Annulment Betrothed Dispensation Legitimate Iilegitimate	Reformation Catholic Protestant Treason Witchcraft	Provenance Usefulness Sanitation	Franchise Ballot Reform Vote Charter Transportation Protest	Suffragettes Suffragists	Abolitionists Civil rights Segregation Boycott racism
Assessment	Students explain why Henry VIII became Head of the Church	Reformation diary	Child labour source assessment: explaining how a source oppose child labour and how useful a source is for a historian studying child labour	Explaining whether the industrial revolution was good or bad for Britain.	Explaining how convincing an interpretation of Emily Davison's death is.	Informal assessment of the ability to explain the relative importance of different events.

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Subject	**History**				Year	**9**
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Specification reference	The causes of World War I	The experience of fighting World War I	The experience of fighting World War I	The British experience of World War II	The British experience of World War II	The British experience of World War II
Knowledge	The causes of war: Empire Arms race The alliance system The assassination of Archduke Franz Ferdinand The Schlieffen Plan	Recruitment The trench system Training Weapons and trench war Haig and the Battle of the Somme Trench conditions Christmas truce	Trench conditions including shell shock The war in the air The war at sea Changing tactics: the Battle of Amiens How the war was won How soldiers' attitudes to war changed, 1914-1918 The home front The experience of soldiers from the empire	Treaty of Versailles Causes of World War II Why Hitler was appointed Chancellor of Germany Overview of events of World War II Evacuation The Hitler Youth groups	Dunkirk The Blitz How Hitler stayed in power Rationing The Home Guard	Holocaust Dropping the atomic bombs on Japan
Skills	Explaining the causes of an event and explaining the most important cause. Making links between causes.	Source analysis and inference Explanation Explanations supported by relevant evidence.	Explanation. Empathy. Explaining similarities and difference. Source analysis.	Interpretations. Causation Chronology Source analysis and inference	Source analysis (usefulness) Inference Explanation Judgement	Source analysis Explanation Judgement Debate

		Reaching a substantiated judgement based on a comparison of two sides of a debate.	Change and continuity. Causation.			
Key vocabulary	Militarism Imperialism Empire Alliances Nationalism Assassination Arms race Schlieffen Plan	Recruitment Conscription Propaganda Going over the top No Man's land Bayonet Artillery Rolling barrage	Shell shock Morale Blockade U-boat	Reparations Disarmament Colonies Appeasement Soviet Union Militarism Nationalism Anti-Semitism Indoctrination Evacuation	The Blitz Rationing Black-out	Persecution Genocide Anti-Semitism Radiation
Assessment	Students explain the most important cause of World War I.	Students explain whether Haig was the "Butcher of the Somme" and reach a judgement.	Students complete a trench diary explaining how a soldier's experience of war changed, 1914-1918.	Students explain how convincing two interpretations of the Treaty of Versailles are.	Students explain the usefulness of two sources about Dunkirk.	Informal assessment of ability to support arguments with evidence.