

St Peter's CE Middle School Curriculum Overview

Subject: History

		Autumn	Spring	Summer
Year 5	Topic:	<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>Stone Age to Iron Age <i>Changes in Britain from the Stone Age to the Iron Age</i></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>
	Concept:	<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 	<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 	<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
	Skills:	<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>Introduce: Understanding 'prehistory' and the availability of sources. Build on: Chronology, comparing and contrasting, recounts and historical terms, using secondary sources.</p>	<p>Introduce: Using primary sources and secondary sources together 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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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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Year 7	<p>Topic:</p> <p>The Wars of the Roses</p> <p><i>The development of Church, state and society in Medieval Britain 1066-1509: the Wars of the Roses; Henry VII and attempts to restore stability</i></p>	<p>Topic:</p> <p>The English Reformation and Counter Reformation</p> <p><i>The development of Church, state and society in Britain 1509-1745: the English Reformation and Counter Reformation (Henry VIII to Mary I)</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>Concept:</p> <ul style="list-style-type: none"> • What did the Wars of the Roses look like as a period in time? • What do the Wars of the Roses tell us about the ideas and attitudes of the people of the 1400s? • What mattered to people at the time? • How do we discern myth from reality when exploring sources? • How can one man's decisions affect the outcome of a battle? • Who was Edward IV? • How did Shakespeare affect people's perception of Richard III? • What happened at the Battle of Bosworth? • What was Henry VII like as a king and how did he become one? • What were the consequences of the war? • How do I collate what I have learned to answer an enquiry question? 	<p>Concept:</p> <ul style="list-style-type: none"> • Why was the Catholic Church so powerful in England before 1500? • How did Martin Luther's ideas challenge the Catholic Church and spread across Europe? • Why did Henry VIII break from the Catholic Church and create the Church of England? • Why did Henry VIII close the monasteries, and what were the consequences for England? • How did Edward VI change religion in England, and why were these changes significant? • Why did Mary I try to restore Catholicism, and how successful was she? • How did Elizabeth I try to solve England's religious divisions? • Why did Catholics plot against Elizabeth, and how did the defeat of the Armada strengthen her rule? • How did the Reformation change everyday life for ordinary people in England? 	<p>Concept:</p> <ul style="list-style-type: none"> • What was Anglo-Saxon England like and why did Edward's death lead to a succession crisis? • Who were the main claimants to the throne and how did Harold defeat Harald Hardrada? • How did William prepare for his invasion of England? • What happened during the Battle of Hastings and why was it significant? • Why did William win the Battle of Hastings and how did he consolidate his rule? 	<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? • Trip to Windsor Castle

		<ul style="list-style-type: none"> What was the long-term impact of the English Reformation on religion and politics? 	<ul style="list-style-type: none"> How did the Norman Conquest change England in the long term? 	
	<p>Skills:</p> <p>Introduce: Discern how and why contrasting arguments and interpretations of the past have been constructed. How to compose enquiries.</p> <p>Build on: Investigating cause and effect and suggesting reasons for historical events and their outcomes, answering enquiries.</p> <p>Challenge: Define and use historical terms accurately, chronology, making connections.</p>	<p>Skills:</p> <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>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>Challenge: Define and use historical terms accurately and independently, chronology, making connections.</p>	<p>Skills:</p> <p>Introduce: Finding sources to support their enquiries.</p> <p>Build on: Using sources to answer historical enquiries and communicate ideas.</p> <p>Challenge: Drawing conclusions independently based on evidence.</p>
	<p>Outcome:</p> <p>To have an understanding of the Wars of the Roses and how the monarchy changed during this time.</p> <p>To understand how scandal can affect the reign of the monarchy.</p> <p>To understand Henry VII's role in unifying Britain.</p> <p>To understand how the Lancastrians and Yorkists conflict shaped the country at the time.</p> <p>To understand what led to the Tudor monarchy.</p> <p>To know the different ways that kings and queens can come into power.</p> <p>To be able to evaluate the success or failure of different kings.</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 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>

	Autumn	Spring	Summer
Year 8	<p>Topic: The Seven Years War and the American War of Independence</p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901: the Seven Years War and The American War of Independence</i></p>	<p>Topic: Women's Suffrage</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day: women's suffrage</i></p>	<p>Topic: The Civil Rights Movement</p> <p><i>At least one study of a significant society or issue in world history and its interconnections with other world development: USA in the 20th century</i></p>
	<p>Concept:</p> <ul style="list-style-type: none"> • What was North America like just before the revolution? • What happened during the Seven Years War? • What was the effect of the Boston Tea Party? • How did the Battle of Lexington and Concord affect the outcome of the Revolution? • What was the role of women during the revolution? • Who were the key figures of the Revolution? • How did the Battle of Yorktown lead to Britain's surrender? • What was agreed in the Treaty of Paris? • What does the Declaration of Independence tell us about the nation that the colonies wanted to be? • What does the Declaration and 'Hamilton' tell us about American opinions of King George III? • What stayed the same and what changed following the Declaration of Independence? 	<p>Concept:</p> <ul style="list-style-type: none"> • What is suffrage and why does it matter? • What were the societal expectations of women in the 19th century? • Who were the early advocates for women's rights? • What were the origins of the organised movements? • What is the difference between a suffragette and a suffragist? • Who were the influential leaders of the movement? • What opposition was there to the suffrage movement? • How did WWI impact women's rights? • What were the legislative changes due to the movement? • How did suffrage movements vary throughout the world? • What is the legacy of the suffrage movement? 	<p>Concept:</p> <ul style="list-style-type: none"> • How did segregation laws shape life for African Americans in the early 20th century? • Why was the Brown v. Board of Education case a turning point in the fight against segregation? • How did the Montgomery Bus Boycott challenge segregation and inspire further action? • How did the events at Little Rock show the role of the federal government in enforcing civil rights? • Why were sit-ins and Freedom Rides effective in challenging segregation? • How did the Birmingham campaign and the March on Washington influence public opinion and government action? • How did the Civil Rights Act and Voting Rights Act change life for African Americans? • Did the Civil Rights Movement achieve its goals by the late 1960s? • How does the Civil Rights Movement continue to shape struggles for equality today?

	<p>Skills:</p> <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>Skills:</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>Skills:</p> <p>Build on: Use historical terms (e.g., industrialise) accurately and in increasingly sophisticated ways. Making connections across periods within Britain.</p> <p>Challenge: Analysing cause and effect and the effectiveness of chosen sources. Discern how and why contrasting arguments and interpretations of the past have been constructed</p>
	<p>Outcome:</p>		