## **Overall Curriculum Goals**

- 1. To open up new, national, international and local historical worlds to pupils, embracing political, social, cultural, religious, economic, scientific, artistic and military dimensions, so that pupils can understand how the past worked, how different or similar it was and why things have happened.
- 2. To enable pupils to develop an understanding of historical time and chronology and be able to place events in the big picture.
- 3. To furnish pupils' minds with historical vocabulary, concepts and expressions, which are revisited in different contexts, so that pupils articulate their thinking in history increasingly well and with increasing sophistication
- 4. To enable pupils to understand that history is a construct of the past, and that people construct the past based on their own beliefs, views and contexts; that some events are viewed as more significant than others and views on significance can change.
- 5. To teach students how to construct structured, coherent, cogent historical narratives that weighs cause and consequence, makes connections, draws contrasts and provides reasoned perceptive analysis, disciplined by evidence.

To have a chronological understanding of the past which allows pupils from all backgrounds to access and develop an understanding of the world we live in today and how past events have been both interpreted and have shaped our lives and those around us through key themes and concepts

	both interpreted and have shaped our lives and those around us through key themes and concepts							
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6			
10 lessons  Pre-1066: Were the Vikings raiders or traders? 4 lessons Concept focus:  Is there such a thing as the 'Dark Ages'?  What impact did the Vikings have in England?  How far did the Norman Conquest change English society? 6 lessons  Why was 1066 a Turning Point in English history?  Impact of Norman conquest  How did William consolidate his power over England? Castles, Harrying of the North, government action including Domesday book, Feudal system, law and order, medieval church  informal summative	8 lessons Were challenges to the king's power successful in the Middle Ages? 5 lessons  • Why were medieval kings so powerful?  • How much influence did the medieval church have on English society?  • Challenges from the medieval church: why was the medieval church so important? Thomas Becket case study  • How different were the lives of the medieval rich and poor?  • Challenges from the nobility: the Magna Carta,  • Challenges from peasants: the impact of the Black Death, Peasants Revolt case study  Why did people go on Crusade? 4 lessons  • Growth of Islam and the Golden Age  • Why do historians disagree about why people joined the first Crusade?  • Narrative of the first Crusade	8 lessons  How did the Islamic world react to the Crusades? 4 lessons  Consequences of the first Crusade including the response of the Muslims  Why do stories about the 3rd Crusade differ?  What was the impact of the Crusades?  Why did Henry VIII break with Rome? 4 lessons  How did Henry Tudor end the Middle Ages?  Was Henry VIII a 'Renaissance' king?  Why did Henry VIII 'break from Rome'?	6 lessons  How significant was Henry's Break with Rome? 6 lessons  Consequences of the break from Rome itself Why were the monasteries closed? Pilgrimage of Grace	8 lessons  How successful was the reign of Elizabeth I? 6 lessons  Religious rollercoaster - Edward VI, Bloody Mary, Elizabeth I Who was Elizabeth I? Who was Mary, Queen of Scots and why was she a threat? Why did Elizabeth execute her cousin? How connected was England to the wider world by 1603 [origins of Empire, trade, piracy What was it like for the poor in Elizabethan times?	8 lessons  Why was Stuart England full of turmoil? 8 lessons  • Why were the Gunpowder Plotters hanged drawn and quartered? • Long term causes of the Civil War • Short term causes and trigger • Impact of the Civil warworld turned upside down, Matthew Hopkins, politics, and the witch craze • Was Oliver Cromwell a hero or a villain? Moral laws / puritans • Was there a scientific revolution? Medicine, the Royal Society, science, superstition Summative assessment			
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary			

Barbaric Anglo-Saxon Vikings trade Raiders pillage Monarchy government Danelaw male heir Pagan Christianity Monastery Medieval Claimant Domesday Harrying Feudal Conquer Rebellion Tax Consolidate	Power Nobility Hierarchy Revolt Church Magna Carta Peasants Barons Black Death Parliament Anti-Semitism  Crusade Byzantine Empire Emperor Pope Holy Land Chivalry Massacre Anti-Semitism	Crusade Islam Christianity massacre Knights peasants Pilgrims Jihad Holy land Byzantine	Protestantism Reformation Martin Luther Break with Rome Annulment Supremacy Succession Pope Heir Parliament Rebellion	Dynasty Execution Protestant succession Armada legitimate supremacy Middle-way Heretic	Turmoil Civil war Treason Warfare New Model Army Cromwell Parliament Lord Protector Puritan Enlightenment Revolution Restoration
		1st order Concepts [highlight			
Power/authority: power of a monarch; power of the Vikings (KS2 link) power of the monarch in medieval history Religion: Paganism and establishment of Christianity in England Economy: introduction to trade and global links to England Diversity: Viking trade in the Middle East. Links to powerful Queens (Aethelflaed).	Religion: Christianity and the process of conversion/expansion Power/authority: Power of the monarch in medieval history Conflict: Comparison of warfare from early to Middle Ages Diversity: women of the Middle Ages	Religion: Religious conflict- Pagans VS Christians; Medieval Church Diversity: Middle East during Middle Ages Influence of women/Queenship. Conflict: Comparison of warfare between Europe and Middle East Power: Monarch VS Church and Society: Feudal System linked to why people went on Crusade Economy: Golden Islamic Age comparison to Medieval England	Religion: Papacy and pilgrimages. Features of the Catholic Church. Power / authority: shift of power in England transferred from Rome to England [monarchy] Conflict: Rebellion	Religion: Reformation and what religion had been like before Society: Tudor society Diversity: Women in power – Mary and Elizabeth / Black Tudors/links to the wider world. Power/authority: Power of the monarch Conflict: Rebellion / Mary Queen of Scots / Spanish Armada	Religion: Protestant Reformation; Gunpowder Plot / questioning religious teachings / method of control Society: Tudor Society Conflict: English Civil War / types of warfare Science / Technology: How a lack of it led to witchcraft accusations but the development of it led to its decline Diversity: role of women/witchcraft
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<ul> <li>✓ Introduction to role of archaeology and historians</li> <li>✓ Project management – Blue Coat History</li> </ul>	✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	<ul><li>✓ Critical thinking</li><li>✓ Written</li><li>communication</li><li>✓ Research skills</li></ul>	<ul><li>✓ Critical thinking</li><li>✓ Written</li><li>communication</li><li>✓ Research skills</li></ul>	<ul><li>✓ Critical thinking</li><li>✓ Written</li><li>communication</li><li>✓ Research skills</li></ul>	✓ Critical thinking ✓ Written communication ✓ Research skills
project ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	. Gracy and departing	✓ Project management  – medieval life project Oracy and debating	✓ Oracy and debating	✓ Oracy and debating	✓ Oracy and debating
<ul><li>✓ Critical thinking</li><li>✓ Written</li><li>communication</li><li>✓ Research skills</li></ul>	Homework	– medieval life project	✓ Oracy and debating  Homework	✓ Oracy and debating  Homework	Homework Knowledge recall / revision

Key Stage 3: Year 8

	Overall Curriculum Goals						
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6		
What was the impact of the Industrial Revolution on Britain? 8 lessons  - What was Britain like in 1750? - Why did Britain's population grow? - What was the importance of the agricultural revolution? - Why was there an Industrial Revolution? - What was it like to live in towns like Oldham in the 19th century?  Did life change at all for the poorest in British society? 2 lessons - Poverty and public health:	What was the impact of the Industrial Revolution on Britain and the wider world? 6 lessons  - What was the British Empire? - How and why did slavery exist? - Who was responsible for the abolition of slavery in the British Empire in 1833? - What was India like before the British? - Was British rule in India positive or negative?	How and why did war break out in 1914? 6 lessons  - World in 1900 - Who was Kaiser Wilhelm and what impact did his 'world policy' have on Europe? Naval race, arms race, alliances, Moroccan Crisis - Why did the First World War start in the Balkans? - How did a "scrap of paper" lead to Britain joining the First World War? Schlieffen Plan	What were the key turning points of World War One? 7 lessons  - Why did men join the armed forces? Includes local case study and focus on women's role in recruitment - Why and how did soldiers fight in trenches? - What happened at Ypres? [linked to Belgium trip] - What role did the British empire play in the war? [Black Poppies] - Why was the first day of the Somme a disaster for the British?	Why did Russia pull out of the war in 1917?     Did a telegram really lead to the USA joining the war?     Consequences of WW1 – international relations, USA, Treaty of Versailles, reparations, impact on Germany	How did American become a superpower and did everyone in the America prosper in the 1920s? 8 lessons  - An introduction to the History of the USA - What caused the boom? - What was the Roaring Twenties like? Including the loans to Europe - Who suffered in the 1920s (African Americans, Farmers, Women - Was Prohibition doomed to fail? - Great Depression - New Deal – How did America recover from the Great Depression?		
Workhouses (Oldham) - Child labour / education		Summative assessment			Summative assessment		
- Child labour / education  Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary		
Agriculture Enclosures Revolution Industry Infrastructure Urbanisation Cotton Ventilation Economy Public Health Cholera Vaccination	Empire Triangle of trade Plantation Enslaved Resistance Exploitation Independence Racism Abolition Colony Imperialism Oppression Legacy	Alliances Nationalism Militarism Imperialism Schlieffen Plan Assassination Balkans Kaiser Weltpolitik Naval race Treaty	Patriotism Recruitment Conscription Propaganda Pals Battalion Western Front Trench warfare Artillery Conscientious Objector Armistice Treaty of Versailles League of Nations Reparations Diktat War guilt	Bolshevism Communism Revolution Egalitarian Socialism Nationalisation Capitalism Blockade Neutral Isolationism Congress Telegram International relations War guilt Treaty of Versailles Reparations	Prosperity economic boom mass production Assembly line Prohibition Model T Laissez Faire Jim Crow Laws Discrimination Segregation Inequality Economic depression Stock market Dust Bowl Unemployment New Deal Alphabet Agencies		
		1st order Concepts [high	hlighted ones play dominant role]	,	The state of the s		
Power/authority: Britain's place in the world, emerging as the dominant power, role of the government changing towards the end of the 19 <sup>th</sup> century with public health, education etc.  Science and Technology: Formation of the Royal society and declining influence of the church - development and impact of technology leading to revolutions in agriculture and industry as well as railway impact.  Diversity: role of women and children, migrating population of Britain	Power/authority: Power of the monarch/government when looking at India/South Africa / Ireland during the British Empire Science and Technology – role in technology in dominating other countries – conflict / trade Diversity: culture of key groups linked to Empire – Indians, Africans, Irish, role of Queen Victoria Religion: Links to the how British dominated over other groups / religion - missionaries	Conflict: Importance of alliances, causes of conflict and comparisons to previous causes of conflict Science and technology: Changing nature of weaponry and warfare Power/authority: Role of the monarchy [across Britain/Europe/Balkans] Role of empires in Europe.	Local History: role of Pals Battalions, local war history Religion: Religious symbolism; importance within a community linked to war graves / conscientious objectors Conflict: events surrounding the conflict, particularly on the Western Front Science and technology: Changing nature of warfare/weaponry Diversity: Links to migration/Indian troops and other Empire troops during WW1	Society/Economy: Features of a strong economy in the British Empire (similarities e.g. trade, lots of goods), prohibition and crime that followed Diversity: Impact of US policies on different groups e.g. Role of women, African Americans  Power/authority: America's place in the world following WW1, role of the Federal government and their laissezfaire policies  Technology: impact on technology on the development of mass production and the consumer industry	Society: Impact of the Depression and the New Deal on all groups in society Conflict: the impact of the war leading to the Depression outside the USA Power/authority – the increasing role of the Federal Government through Roosevelt and the New Deal		

Society: living and working conditions and the shifts in the way society worked, improvements to public health and education  Local History: links to Oldham and Manchester – working and living conditions and its role in Britain's industrial development					
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating ✓ Project management – local history project	✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	✓ Army recruitment ✓ British Legion ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating	<ul> <li>✓ Critical thinking</li> <li>✓ Written communication</li> <li>✓ Research skills</li> <li>✓ Oracy and debating</li> </ul>
Homework  Meanwhile They: Women/minorities in the Industrial Revolution – inventors Industrial Revolution interpretations project – local history research	Homework Knowledge recall / revision activities	Homework Knowledge recall / revision activities	Homework Trench interpretations project  Meanwhile Elsewhere: Middle East (Britain/Ottoman Empire)	Homework Knowledge recall / revision activities	Homework Meanwhile Elsewhere: birth of the Nazi Party (NSDAP). Pre-learning for year 9 topic 1.

## Key Stage 3: Year 9

Overall Curriculum Goals							
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6		
Was Hitler entirely responsible for	How and why did the Holocaust	How did the Second World War shape	How did the Second World War	How did the Second World War	Why did America lose in Vietnam?		
the outbreak of World War Two? 7	happen? 9 lessons	the modern world? 8 lessons	shape the modern world? 8	shape the modern world? 10	[links to civil rights, post WW2		
lessons			lessons	lessons	world]		
	- An overview of	What caused tension in the Middle					
<ul> <li>Terms of the Treaty, German</li> </ul>	antisemitism across time	East before 1956?	How has migration shaped modern	What led to progress in the civil	<ol> <li>Why did the USA get</li> </ol>		
reaction to the Treaty	<ul> <li>Increasing persecution in</li> </ul>		Britain?	rights of African Americans by	involved in Vietnam?		
<ul> <li>The League of Nations – set</li> </ul>	Nazi Germany across the	<ul> <li>Why was the Middle East</li> </ul>		<u>1968?</u>	<ol><li>Gulf of Tonkin and</li></ol>		
up, strengths and weaknesses	1930s	important to European			American escalation		
<ul> <li>Rise of fascism (Italy and</li> </ul>	- Ghettos incl. Warsaw	powers at the start of the	<ul> <li>Windrush Generation and</li> </ul>	- Impact of the 13 <sup>th</sup>	<ol><li>Who were the Viet</li></ol>		
Germany)	uprising	20 <sup>th</sup> century?	their impact	amendment	Cong?		

<ul> <li>Hitler's foreign policy (incl.         Austria, Czechoslovakia,         Poland)</li> <li>Were the Allies justified in         their policy of Appeasement?</li> </ul>	<ul> <li>Camps</li> <li>Final Solution</li> <li>Responsibility and consequences</li> </ul>	<ul> <li>Why did the Arab Israeli war break out?</li> <li>Why did Nasser nationalise the Suez Canal?</li> <li>How did the Suez crisis impact Britain's reputation in the world?</li> </ul>	<ul> <li>Tensions and Challenges faced by migrants 1950s and 1960s (Kelso Cochrane murder, Notting Hill Riot, Bristol Bus Boycott)</li> <li>Enoch Powell and Rivers of Blood 1968</li> <li>Government impact on immigration 1970-present</li> <li>Contributions by migrants</li> </ul>	- Who was Jim Crow? - why was there a 'black awakening' during World War Two? - The actions of African American individuals and groups though peaceful and militant protest — - MLK, - Malcolm X - NAACP and groups - The role of the Federal government in bringing about change Supreme court help and hinder, Presidents - To what extent had progress been achieved?	<ol> <li>American tactics</li> <li>Turning points (Tet, My Lai, Kent State. media)</li> <li>Vietnamisation and end of war</li> <li>Why did America lose in Vietnam?</li> </ol>
Key Vocabulary Treaty of Versailles Diktat	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Appeasement Armistice Fascism Appeasement Occupation Nationalism Rearmament Extremism Lebensraum  Society: Treaty of Versailles and the end of WW1. Role of Empires in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries, impact of dictatorships on society  Power and authority: Role of the Big Three in 1918/19, rise and impact of fascism and dictatorships in Italy and Germany, role and impact of the League of Nations, policy of appeasement 1930s  Conflict: role of the Treaty of Versailles in causing conflict, impact of conflict in Manchuria and Abyssinia, role of Hitler in causing conflict, role of European leaders and the League of Nations in causing conflict	Boycott Gestapo Ghetto Kristallnacht Lebensraum Nuremberg Laws Wannsee Conference Concentration Camp  Religion: Religious persecution across minority groups as a method of control  Power/authority: Role of those in power within the Nazi Party  Society: role of eugenics / Aryan race across the Nazi regime, impact of persecution on key groups in society, roles of different groups in society  Diversity: persecution of minority groups across time as well as in the 1930s/40s, impact of the Holocaust on groups across Europe, ways in which groups resisted the Nazi regime during the 1930s/40s. impact of the Holocaust on minorities	Palestine Holocaust Israelis Arabs Partition Balfour Ottoman Empire United Nations  1st order Concepts [highlighted] Religion: Religious conflict between Arabs and Jews/Israelis  Diversity: impact of conflict on key groups  Society: Empires within Europe; Ottoman Empire (WW1), British Empire, impact of actions on society in the Middle East, Role of trade and resources  Conflict: role of alliances, causes of conflict, role of resources, role of key leaders in causing conflict in the Middle East  Power/authority: Role of leaders (e.g. Presidents, monarchs etc) / changing position of countries like the Ottomans, the British, the USA in the wider world	Windrush Legacy Equality Democracy Citizen Commonwealth Discrimination multi-culturalism Legacy ed ones play dominant role]  Society: impact of immigration on key groups in society, changing attitudes across society  Diversity: Immigration (push/pull factors). Impact of migration.  Power/authority: role of the government in driving policy, inactions and actions linked to immigration and racial hatred in Britain, increasing role of the government in light of changing attitudes  Local History: Migration to Oldham/Manchester and the developments as a result	'Separate but equal' civil rights Integration Separatism Civil Rights Movement protest Black Power Militant  Society: Economy/society in the USA. Impact of individuals for change (e.g. suffrage movement- Citizenship); slavery in the European Empires, role of grassroots in bringing about change through protest  Power/authority: Power of presidents/ process of American law-making / power of key groups in America and their role/impact  Diversity: impact on federal and state policies on African Americans in both the N and S, including the struggle for Civil Rights. Role of individuals for change	
		<b>Technology</b> : Development of weaponry and modern warfare			
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
✓ Critical thinking	✓ Critical thinking	✓ Critical thinking	✓ Critical thinking	✓ Critical thinking	✓ Critical thinking

✓	Written	✓ Written	✓ Written communication	✓ Written	✓ Written	<ul><li>✓ Written</li></ul>
	communication	communication	✓ Research skills	communication	communication	communication
✓	Research skills	✓ Research skills	✓ Oracy and debating	✓ Research skills	✓ Research skills	√ Research skills
✓	Oracy and debating	✓ Oracy and	√ International relations /	✓ Oracy and debating	✓ Oracy and debating	✓ Oracy and debating
$\checkmark$	Roles within political	debating	politics	✓ Active citizens	✓ Active citizens	✓ Police
	systems	✓ Archivist				✓ Media
	Homework	Homework	Homework	Homework	Homework	Homework
Knowled	lge recall / revision	Knowledge recall / revision	Knowledge recall / revision	Knowledge recall / revision	Knowledge recall / revision	Knowledge recall / revision
activities	S	activities	activities	activities	activities	activities