

**Curriculum Intent.** Our high-quality history education helps learners to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires learners' curiosity to know more about the past. Teaching equips learners to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps learners to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Term	Key skills	Key knowledge	
1	The Development of Church, State and Society in Medieval Britain 1066 – 1509  Feudal Society in the Middle Ages o Religion / Becket o Homes o Society o Villages o Towns o Domesday Book  The Black Death 1348 The Peasants Revolt 1381 The Hundred Years War 1337-1453 Magna Carta / Parliament The Crusades	<ul style="list-style-type: none"> <li>I can name some important leaders from history.</li> <li>I can organise three periods of time in chronological order.</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>Develop an awareness of the past</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British History</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>Extend and deepen chronologically secure knowledge and understanding of British, local and world history</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>Develop and extend knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</li> </ul>	Developing
2	The Development of Church, State and Society in Medieval Britain 1509-1705  The War of the Roses The Tudor Period o Religion o Homes o Society o Villages o Towns The English Reformation and Counter Reformation in Tudor Times. The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain, Ireland) The causes and events of the civil wars throughout Britain The Interregnum	<ul style="list-style-type: none"> <li>I can show an awareness of a range of sources.</li> <li>I can realise that past can be divided into periods.</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>Use common words and phrases relating to the passing of time</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of local History</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>Identify significant events, make connections, draw contrasts and analyse trends within period</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li> </ul>	Developing
3	The Development of Church, State and Society in Medieval Britain 1509-1705 The Restoration, Glorious Revolution and the Power of Parliament The Act of Union of 1707 Hanoverian succession Jacobite Rebellions 1715 - 1745 Work and Leisure , Religion, Theatre, Art, Music and Literature	<ul style="list-style-type: none"> <li>I can explain the reason they think something is old.</li> <li>I can identify a period of time..</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>Know where people and events studied fit within a chronological framework</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of world History</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>Identify significant events, make connections, draw contrasts and analyse trends over long arcs of time</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>Develop the ability to ask questions, to investigate issues critically and to make valid historical claims by using a range of sources in their historical</li> </ul>	Developing
<ul style="list-style-type: none"> <li>Cultural Capital opportunities. Salmsbury Hall visit Spring 1 -2 – Life in Tudor Times / Religion / Reformation</li> </ul>			

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Term	Key skills	Key knowledge	
1	Ideas, political power, industry and Empire Britain 1745 – 1901  <b>Transatlantic Slave Trade</b> Britain as the first industrial nation <b>The French Revolution</b> <b>The American War of Independence</b> The Development of the British Empire	<ul style="list-style-type: none"> <li>I can interpret information on pictures.</li> <li>I can describe characteristics of old objects.</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>Note connection, contrasts and trends over time</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>Identify significant events, make connections, draw contrasts and analyse trends over long arcs of time</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>Develop an awareness of why people, events and developments have been accorded historical significance</li> </ul>	Developing
2	Challenges for Britain, Europe and the Wider World 1901 – present day  Women's Suffrage <b>The First World War</b> <b>The Peace Settlement</b> Inter War Years Great Depression <b>The Rise of Dictators</b>	<ul style="list-style-type: none"> <li>I can state the important characteristics of a leader.</li> <li>I can ask questions to help identify reasons for differences between modern and old objects.</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms.</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>Develop the use of appropriate historical terms.</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>Use historical terms and concepts in increasingly sophisticated ways</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions</li> </ul>	Developing
3	Challenges for Britain, Europe and the Wider World 1901 – present day  <b>The Second World War</b> <b>Leaders in the Second World War</b> The Creation of the Welfare State Britain's place in the world since 1945 Social Change in Post War Britain Cultural Change in Post War Britain Technological Change in Post War Britain	<ul style="list-style-type: none"> <li>I can organise 5 periods of time in chronological order.</li> <li>I can recognise similarities and differences between periods of time.</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>Answer questions from stories or other sources to show knowledge and understanding</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, cause, similarity and difference, and significance</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>Pursue historically valid enquiries including some they have framed themselves</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day</li> </ul>	Developing
<b>Cultural Capital opportunities:</b> <ul style="list-style-type: none"> <li>Imperial War Museum to be visited in Spring 2 to consolidate WW1 and to support WW2 study in Spring 2 and Summer 1</li> </ul>			

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Term	Key skills	Key knowledge	
1	Study an aspect or theme in British History before 1066  Britain's Changing Landscapes from the Iron Age to the Present <ul style="list-style-type: none"> <li>○ Settlement and Housing</li> <li>● The impact through Time of the Migration of People to the British Isles               <ul style="list-style-type: none"> <li>○ Romans</li> </ul> </li> <li>● The impact through Time of the Migration of People to the British Isles               <ul style="list-style-type: none"> <li>○ Vikings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● I can state the roles of a leader.</li> <li>● I can identify between modern and old objects..</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>● Understand some of the ways in which we find out about the past</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>● Create relevant, structured and evidentially supported accounts</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>● Ask perceptive questions, think critically and develop perspective and judgement</li> </ul>	Developing
2	Study of a significant issue in World History and its Interconnections with other World Developments <ul style="list-style-type: none"> <li>● Development of Medicine</li> <li>● Changing Russian Empires 1800-1989</li> </ul>	<ul style="list-style-type: none"> <li>● I can show an awareness that historical information can be presented in different ways..</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>● Identify different ways in which the past is represented</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>● Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>● Understand how different types of historical sources are used rigorously to make historical claims</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>● Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections</li> </ul>	Developing
3	A Local History Study and a Depth Study related to cultural change in Post War Britain <ul style="list-style-type: none"> <li>● Wigan</li> <li>● The Pop Culture</li> </ul>	<ul style="list-style-type: none"> <li>● I can organise 10 periods of time in chronological order.</li> <li>● I can use terms to indicate periods of time.</li> </ul>	Investigation
		<ul style="list-style-type: none"> <li>● Identify different ways in which the past is represented</li> </ul>	Launch
		<ul style="list-style-type: none"> <li>● Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	Breakthrough
		<ul style="list-style-type: none"> <li>● Understand how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>	Foundation
		<ul style="list-style-type: none"> <li>● Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections</li> </ul>	Developing
Cultural Capital opportunities. Dewa Museum Chester, Wigan Museum / Liverpool Beatles Museum			