

Litcham School All-through History Curriculum Implementation

		KS1		KS2				KS3			KS4	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
<p>Chronological Understanding</p> <p>Change and Continuity</p>	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>Key vocabulary: now/then; past/present; long ago; when I was a baby; today/yesterday</p>	<p>Understand the difference between things that happened in the past and the present. Make links to their own lives.</p> <p>Order a set of objects or events e.g. changes in toys</p> <p>Begin to place important events on a timeline e.g., the moon landings</p> <p>Key vocabulary: now/then, past/present, yesterday/today/last week, a long time ago, when my parents were young, years ago</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me e.g. Great Fire of London, significant individuals</p> <p>Use a timeline to place important events e.g. Great Fire of London</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events and periods in chronological order.</p> <p>Describe dates of and order significant events from the periods studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates from the periods studied on a timeline.</p> <p>Describe the main changes in the periods in history studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history e.g. Ancient Greece</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods e.g. crime and punishment</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Mayan civilisation and British history</p>	<p>1066 and all that! Explain how much life changed in England after the Norman Invasion, with justification. Comparison of Anglo-Saxon and Norman England. Be able to describe and explain Norman Castle Building, development of towns and the introduction and implementation of the Feudal System.</p> <p>Renaissance England pt 1: Tudors. The Reformation. Explanation of elements of life in Elizabethan England that are the same/different to today. Analyse the changes brought to England by the Tudor Dynasty, particularly the Religious Reformation.</p> <p>Mughal India: Know and understand the changes brought into India by the Mughal Emperors in the</p>	<p>Renaissance England pt 2: Stuarts Examine progress made in the Scientific Revolution. Comparison with life in Medieval and Tudor England. Understand different aspects of change from the beginning to end of the time period. Evaluate rates of change/continuity and justify impact.</p> <p>Britain and Empire: Examine the progress during and impact of the Industrial Revolution in Britain from 1750-1900. Factors involved in the changes – which factor played the biggest role in bringing about change? Evaluate rates of change/continuity and justify impact.</p>	<p>WW1: Changes in Warfare from 19th Century and before to WW1. Be able to explain reasons for this. Evaluate impact of factors as accelerants for change; which ones had a greater impact and why?</p> <p>WW2: Comparison of elements of change and continuity from WW1 and WW2: warfare and methods of fighting, the Home Front, Conscription, weapons and technology, Government and military response.</p>	<p>The American West: Depth study analysing the fulfilment of the US Government’s Manifest Destiny and systematic destruction of the traditional way of the life of the Native American Indians.</p> <p>Anglo-Saxon and Norman England: Comparison of Anglo-Saxon England with Norman England; how much change did the Norman invasion bring? In-depth analyses of: the Normanisation of the Church, the Feudal System, Norman Laws including the Forest Laws, changes in land ownership, the Domesday Book,</p>	<p>Medicine in Britain c.1250 to present: Explain and analyse the developments in Medicine across a long period of time. Be able to show change and continuity and explain thoroughly why these changes happened when they did. Be able to describe the key developments in each time period in:</p> <ol style="list-style-type: none"> understanding of the causes of disease understanding of treatment and prevention of disease surgery the role of women medical professionals public health key individuals. <p>Weimar and Nazi Germany: Examine the impact of the fall of the Kaiser and the implementation of the Weimar Republic. Examine political, social</p>

Litcham School All-through History Curriculum Implementation

								16 th and 17 th Centuries. Be able to describe the development of the Mughal Empire. Be able to compare and contrast with the changes brought into England by the Tudors.				and economic upheaval during the Republic and analyse key factors. Explain and analyse the changes brought in by the Nazis and the impact this had in Germany in the 1930s: the law, politics into a police state, laws about minority groups, laws towards women, laws towards the youth in Germany.
<p style="text-align: center;">Historical knowledge of people, places and events</p> <p style="text-align: center;">Cause and Consequence & Significance</p>	<p>Describe how peoples' lives were different in the past.</p> <p>Talk about objects from the past and say how they are different to those of today.</p>	<p>Recall some facts about people/events/ places before living memory e.g the moon landings, Castle building</p> <p>Say why people may have acted the way they did e.g. why castles were built; what led to the space race</p> <p>Learn about significant places in the local area e.g. Castle Rising</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history. Great Fire of London</p> <p>Recall some significant facts about individuals e.g. Henry VIII, Guy Fawkes, Grace Darling,</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p> <p>Areas of Study: Stone Age to Iron Age (in depth) and Roman Britain (in brief, particularly period of overlap with Iron Age Britain); Ancient Egypt</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today</p> <p>Areas of Study: Anglo-Saxon Britain (in</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion,</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g.</p>	<p>1066 and all that!</p> <p>Be able to explain why there was a succession crisis in 1066. Describe and explain the events at Stamford Bridge and analyse main reasons why William won at Hastings. Describe main events of the Saxon Rebellions and William's methods of dealing with them. Analyse the ways in which the changes brought by the Normans impacted on people's lives. Be able to explain why the</p>	<p>Renaissance England pt 2: Stuarts:</p> <p>Why was there a Civil War in England in the 1640s? Be able to analyse examples of causes/consequences, make strong links between them and explain long and short term impact of them. Start to prioritise causes of events. Analyse the impact of Cromwell's republic and key events of the Interregnum and why the Restoration of the Monarchy happened.</p>	<p>WW1:</p> <p>Why was there a world war in 1914? Why were so many soldiers killed and injured in WW1? Evaluate cause/consequence making clear links between them and prioritise causes with justification. Be able to show the difference in impact of the short and long-term causes of the War. Explain the impact of the changes in warfare and the results of Trench Warfare on the soldiers and the War itself.</p>	<p>The American West:</p> <p>Why did the US Government pursue Manifest Destiny? How did they fulfil this goal? What impact did it have on Native American Indian culture? Describe and explain the significance and impact that each group of settlers had in the settlement of the West: Mountain Men, Farmers in California and Oregon, Mormons, Gold Miners, Cowboys and Homesteaders. Analyse the impact of the development of transport</p>	<p>Medicine in Britain c.1250 to present:</p> <p>Explain thoroughly the factors involved in Medical developments throughout the unit of study. Analyse why key developments happened when they did, making clear contextual links between the events in History during each time period, the dominant influences in peoples' lives, the role of Government, Monarchy and Church and previous developments to build upon.</p>

Litcham School All-through History Curriculum Implementation

			Florence Nightingale		depth) and Viking Britain (in brief, particularly period of overlap with Saxon Britain) Local study of choice-could be combined with Geography	houses, society, technology.) Areas of study: Ancient Greece; WW1	religion, houses, society, technology.) Areas of study: Mayan civilisation; crime and punishment across all periods	Norman conquest of England is so significant in this country's History. Renaissance England pt 1: Tudors. Why is Castle Acre Priory in ruins? Explain the causes/consequences and begin to explore links between them. Explore the key factors involved in the Renaissance, the Reformation and the English Reformation. Be able to describe the impact this had on people's lives. Mughal India: which Mughal Emperor was the most significant? Be able to begin to decide which criteria are important in order to make judgements about people and events. Analyse why there are contrasting views of significance. Be able to explain and describe the Mughal line of succession and the impact each	Britain and Empire: Why did the Industrial Revolution happen? Development and impact of the Empire. Comparison of significant events and people across both time periods; evaluation of impact of those people and events. Explore the development of the British Empire, the Napoleonic Wars, the downsides of the Empire and common attitudes of the time. Link back to Mughal India and explore the development of British control in India through the East India Company. Be able to explain the downsides of belonging to the British Empire, using India as a case study (the Indian Famine). Explore and analyse the key factors involved in the abolition of the Slave Trade and Slavery and Reforms in: Factories, coal mines,	Nazi Germany: Why did the Holocaust happen? Explore the rise of Nazism and the complete control gained by Hitler (including the inability of many to challenge his position). Is the Holocaust the most significant event in History? Be able to compare and evaluate historical events, identify and explain criteria which can be used to make judgements about significance and analyse the impact that significance has to different peoples in different places over different times. WW2: Why was there a world war in 1939 – explain and analyse the impact of the Treaty of Versailles. Explore the key events of the War, explain why they happened and the impact they had: outbreak, the Phoney	systems into the West and changes/flaws of the Law and Order system. Analyse the causes of, events and outcomes of the main conflicts and Treaties with the Plains Indians. Anglo-Saxon and Norman England: Why was there a succession crisis in 1066 and then again in 1087? Why did King William introduce and enforce the changes he did – what was he trying to achieve, how effective were the measures? What long-lasting effects of the Norman conquest have there been to England? Be able to explain which of William's changes were the most significant in helping him gain and maintain control.	Weimar and Nazi Germany: Analyse the fall of Weimar and be able to explain thoroughly the key factors involved. Analyse the key factors involved in the rise of Hitler and Nazism. Make clear links between the social, economic and political atmosphere in Germany in the 1920s and 1930s, with the rise of Nazism. Be able to explain why the Nazis made changes in laws and policies. Analyse deeply the impact of the changes brought by the Nazis on life in Germany. Describe and explain how Hitler's policies put Germany into a much stronger global position. Be able to show <u>how</u> Hitler achieved total control.
--	--	--	----------------------	--	--	--	--	--	---	---	--	---

Litcham School All-through History Curriculum Implementation

								Mughal Emperor had on the Empire. Explore reasons why most historians think Akbar was the greatest Emperor. Be able to explain decline of the Mughal Empire and how Emperor Aurangzeb left the Empire in a vulnerable position and open to the British EIC.	workhouses and the Franchise.	War, Operation Sealion, The Blitz, Hitler's invasion of Russia, the War in Africa, Pearl Harbor, the Allied invasion of Italy, mass bombing, the D-Day Landings, VE Day, the War in the Far East, Hiroshima and Nagasaki. Post War: Explore the end of the British Empire, the establishment of NATO, the Cold War, the Vietnam War and the rise of Terrorism.		
<p>Use of sources including interpretation and enquiry</p> <p>Source Skills, Interpretations and Representations</p>	<p>Use pictures of themselves and their families to describe changes.</p> <p>Listen to grown-ups talking about how lives were different in the past.</p> <p>Look at objects e.g. toys that they used when they were younger. How are they different to what they play with now?</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions i.e, "What were they used for?"</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past and answer questions</p> <p>Identify different ways in which the past is represented.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Look at different versions of the same event in history and identify differences e.g. Viking raids</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases,</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases,</p>	<p>1066 and all that!</p> <p>Use sources to investigate the death of King Harold at Hastings. Why do different theories exist? Why do people say different things? Be able to identify the audience and purpose of sources.</p> <p>Analyse the strengths and weaknesses of different interpretations.</p> <p>Renaissance England pt 1: Tudors</p> <p>Research and gather source material to show differing aspects of life in</p>	<p>Renaissance England pt 2: Stuarts</p> <p>Oliver Cromwell: Hero or Villain?</p> <p>Research, gather evidence and explain the impact of the author, audience and purpose on the reliability (and utility) of the evidence. Be able to confidently use a range of different types of evidence and skilfully select evidence that is appropriate for the task.</p> <p>Britain and Empire: Who had the worst living and</p>	<p>WW1: Analyse a variety of source material about WW1 to determine the impact of the War on soldiers' and civilians' lives. Begin to explore the value of sources that are clearly created for propaganda purposes. Understand that all source material is useful.</p> <p>Nazi Germany: Analyse evidence from the Nazi regime and show clear understanding of propaganda and censorship. Explore</p>	<p>The American West and Anglo-Saxon and Norman England:</p> <p>Sources used throughout both units to add supporting detail and enhance understanding of the issues covered. These 2 units form the Paper 2 criteria (there are no sources used on this exam paper, but source skills continue to be practised ready for Year 11 work). Sources used to compare and contrast attitudes from the times of</p>	<p>Medicine in Britain c.1250 to present:</p> <p>Historic Environment unit – injuries, illnesses, surgery and treatment in the trenches on the British sector of the Western Front. Use sources to explore the medical issues that emerged on the Western Front and responses to them. Be able to analyse usefulness and reliability of sources. Skilfully explain the impact of the provenance of sources on their utility and</p>

Litcham School All-through History Curriculum Implementation

		and try to answer.	Ask their own questions about the past.		<p>to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>England during the reign of Queen Elizabeth I. Be able to show an understanding of the value of using a range of different types of evidence and explore how evidence can be used to support key points/ideas.</p> <p>Mughal India: comparison of Queen Elizabeth's Whitehall and Emperor Akbar's palace at Fatehpur Sikri. Be able to identify the audience and purpose of sources. Be able to select evidence for a particular task. Make decisions about which sources are most useful for which tasks and be able to explain reasons for this.</p>	<p>working conditions in the British Empire in the 19th Century? Research and use evidence to present a key interpretation of events. Be able to provide a counter-argument using sources. Confidently and skilfully select source material and be able to discuss the impact that its provenance has on its usefulness.</p>	<p>different interpretations of events from the time when the Nazis were in power.</p> <p>WW2: research project on aspects of the Home Front in WW2 and other key events during the conflict. Be able to skilfully evaluate the impact of purpose, motive, audience and content on utility and reliability of evidence. Be able to evaluate historical interpretations of people and events by challenging previously established ideas and offering own interpretations. Explain how a line of enquiry would be pursued.</p>	<p>both depth studies. Be able to explain differing attitudes and interpretations of the events from all sides involved. Be able to confidently use source material to support key ideas and arguments.</p>	<p>reliability. Understand and explain how to pursue a line of enquiry, by following up key points raised in source material. Have a clear understanding of the different types of sources and their uses. Know and understand how to use different types of source material from World War One and explain which ones are most useful for which types of enquiry.</p> <p>Weimar and Nazi Germany: Use sources to explore the issues faced by the Weimar Government and the rise of Nazism. Be able to analyse usefulness and reliability of sources. Be able to explain and analyse differences between interpretations of the same events and people. Skilfully explain the impact of the provenance of sources on their utility and reliability. Be</p>
--	--	--------------------	---	--	---	---	---	--	---	--	---	---

Litcham School All-through History Curriculum Implementation

												able to extract key inferences from sources and explain their meaning. Have a clear understanding of the different types of sources and their uses. Know and understand how to use different types of source material from Weimar and Nazi Germany (and beyond) and explain which ones are most useful for which types of enquiry.
Communication	Talk about themselves when they were younger and explain how they have changed.	Sequence stories and events about the past. Talk, write and draw about things in the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied periods.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied periods.	Gather and present evidence on aspects of Elizabethan life. Use sources of information in all units of study to support points in written work and enhance understanding of events. Be able to describe in detail the key causes/results/impact of events in History. Be able to paragraph work correctly and organise information into clear written work.	Be able to describe in detail and begin to explain (showing a line of reasoning) key causes/results/impact of events in History. Begin to quote from sources of evidence to support written work. Be able to produce clearly organised written work.	Be able to explain, analyse and prioritise key causes of events and their results and impact. Be able to quote from sources of evidence to support written work. Be able to produce extended written work, that is clearly organised, well-paragraphed and structured.	Be able to plan and write extended answers that show a clear line of reasoning, a thorough analysis of events and their impact and a sophisticated use of SPaG and SST.	Be able to plan and write extended answers that show a clear line of reasoning, a thorough analysis of events and their impact and a sophisticated use of SPaG and SST. Be able to seamlessly integrate well-chosen quotes (or references to pictorial evidence) into written answers.