

## History – Overall coverage and scheme

<b>Years 5 and 6</b>	
<b>What is History?</b>	<p>To be able to discuss key notions around the importance and relevance of history as a subject</p> <p>To be able to show an understanding of BC, AD and place well-known world events into basic time periods</p> <p>To be able to contrast the past with the world today and to start to develop a notion of 'legacy'</p> <p>To recognise how key events from our past are marked – cultural festivals, battle re-enactments, statues and the work of English Heritage</p>
<b>What is Freedom? – Social change in Victorian Britain</b>	<p>To know when the Victorian period was and to be able to discuss it's longevity linked to the life of Queen Victoria</p> <p>To know key changes in social and education law</p> <p>To know the names and actions of key philanthropists and how their work links to a legacy today – Shaftsbury, Cadbury</p> <p>To study how the notion of childhood and a right to a childhood developed over the Victorian period</p> <p>To be able to describe differences between the life of a rich and poor child</p> <p>To be able to discuss children at work and the dangers involved in the jobs they had to do</p> <p>To be able to interpret a wide range of evidence, primary and secondary</p> <p>To discuss the idea of freedom linked to social change – reflecting upon the freedoms enjoyed by children today in contract with their Victorian ancestors</p> <p>Visit the Victorian School room in Guildford</p>
<b>The English Civil War</b>	<p>To be able to discuss and evaluate causes of the English Civil War</p> <p>To understand the role of parliament and the rise of Oliver Cromwell</p> <p>To be able to discuss and evaluate key battles which were turning points within the war</p> <p>To use an evidence based approach to researching what life was like for soldiers and families on both sides of the conflict</p> <p>To start to be able to answer historical questions in a basic essay format – 'Absolute Power ; was Charles I delusional or a product of his birth?' (H/A)</p> <p>'Was Charles I a brave man – discuss?' (M/A)</p> <p>'Compare the motivation of Oliver Cromwell and Charles I – was either a good man?' (Extension)</p>
<b>Ancient Greece</b>	<p>To know that the AGs had many Gods and to link this to their everyday lives and practices</p> <p>To know how life for a child in Ancient Greece varied from area to area; in particular compare life in Sparta and Athens</p> <p>To be able to discuss the notion of what a citizen was in Ancient Greece</p> <p>To know key facts about Greek Theatre and it's legacy today</p> <p>To explore the legends of Ancient Greece and be able to discuss their value as historical evidence</p> <p>To evaluate key historical artefacts – statues, buildings – and what they can tell us about life in Ancient Greece</p>
<b>WWI – Remembrance</b>	<p>To be able to use historical fact and empathy to write a diary from the trenches</p> <p>To know key battles within WWI</p>

	<p>To know how deserters and those with shell shock were treated within the British Army</p> <p>To discuss why it was called the Great War and what the legacy of the conflict was</p> <p>To discuss poppy day and notions of remembrance – how relevant is it today?</p>
<b>WWII</b>	<p>To know the key causes of WWII and how this links to the legacy of The Great War</p> <p>To investigate, using a variety of sources, evacuation, make do and mend and the role of women within WWII</p> <p>To understand the multicultural nature of the forces within WWII and to particularly look at the role of key black and Asian figures</p> <p>Visit Dover Castle</p>
<b>Roman Britain</b>	<p>To understand, and show via a timeline, that the Romans invaded and settled in Britain for a long period of time</p> <p>To evaluate evidence sources written by Romans about the celts and to compare these with primary sources and artefacts</p> <p>To evaluate evidence sources about the story of Boudica – who was she really?</p> <p>To investigate the life of a Roman child and compare that to their own modern life</p> <p>To understand that innovation and engineering were key aspects of the Roman Empire such as architecture, underground heating, mosaic, painted houses (visit Dover)</p> <p>To understand the scale of the Roman Empire and how this had a direct impact on why the Romans left Britain</p> <p>Historical empathy – write a diary from Hadrians’ wall (life of a Roman Soldier in Britain)</p> <p>Visit Canterbury Roman museum</p>
<b>Medieval Britain</b>	<p>To investigate the life of a medieval peasant</p> <p>To investigate how castles changed over the period</p> <p>To understand why medieval times are referred to as the Dark Ages</p> <p>To understand the causes of Plague and how it devastated the country</p> <p>To investigate the influence of religion on medieval citizens</p> <p>Was life all grim? – investigating games, leisure and festivals in medieval England</p> <p>To investigate key figures from the period – Thomas A Becket, The Black Knight</p> <p>Visit Holmbury St Mary – where Katherine was ‘walled’ into the church as a punishment for her sins!</p> <p>Visit Canterbury Cathedral and The Canterbury Tales exhibit</p>

Year 7 /8

<b>A History of .....</b>	<p>To be able to decide upon useful historical questions to investigate within a chosen subject</p> <p>To investigate the chosen subject over several time periods and to place them chronologically on a timeline; showing an awareness of what was happening in the world at this time</p> <p>To recognise the difference, and assess the value of, primary and secondary sources</p> <p>To be able to discuss historical bias</p> <p>To present factual information in interesting and informative ways, to share a passion for a subject</p>
<b>The American civil War</b>	<p>To know key reasons for the American civil War</p> <p>To know and be able to discuss key historical figures on both sides, and differences in appearance, attitudes and values</p> <p>To understand the role of slavery within the conflict</p> <p>To know key facts and references about the role of Black Americans within the conflict</p> <p>To show historical empathy by writing diaries from 'before' major battles</p> <p>To be able to appreciate how the war affected the country at large and what it was like for families during this period of time</p> <p>To be able to discuss legacy in light of attitudes within modern America to black rights, weapons and the constitution</p>
<b>North American Indigenous Peoples</b>	<p>To know where different Native Americans resided on a map and use this information to discuss differences between them</p> <p>To discuss the notion of the 'noble Indian' in light of tribes like the Cherokee and atrocities carried out against white people</p> <p>To look at the relationship Native American peoples had with nature and especially the plains Indians and the buffalo</p> <p>To look at key historical battles such as the Battle of Little Big Horn and General Custer</p> <p>To look at different belief systems within tribes and their way of life</p>
<b>Battles and Bravery – Wellington and Waterloo</b>	<p>To investigate Wellington as an historical figure and discuss how there was a 'cult' of fame around him up to his death</p> <p>To investigate Napoleon as an historical figure</p> <p>To track the build up to the Battle of Waterloo from the peninsular wars onwards</p> <p>To investigate, using a variety of sources, the life of a foot soldier</p> <p>To investigate, using historical sources, the battle of Waterloo</p> <p>Visit – Walmer Castle, Ashey House London</p>
<b>Battles and Bravery – The Zulu Wars</b>	<p>To fully investigate, using a varied evidence base including film, why attitudes have changed to the battle of Rourke's Drift</p> <p>To investigate the reasons behind the conflicts in Zulu land</p> <p>To look at the notion of Victorian Empire</p> <p>To study the battle tactics used by both sides</p>
<b>The Saxons and Saxon Britain</b>	<p>To investigate reasons for the Saxon invasion of Britain</p> <p>To investigate how life in Saxon times changed over the period</p> <p>To investigate the Sutton Hoo Burial site as a site of special historical significance</p> <p>Using key buildings and artefacts look at the role of religion within Saxon Britain</p>

<b>The Vikings</b>	<p>To investigate the Vikings as sea farers including a study of their ships</p> <p>To investigate why the Vikings carried out raids and later settled</p> <p>To look at famous Vikings such as Eric the Red and discuss the blurring of historical fact and legend</p> <p>To know that Vikings had a complex belief system and to consider their brutality within this context</p> <p>Visit – Leith Hill, the furthest inland the Vikings came in Surrey</p> <p>Study the raid on Lindesfarne and evaluate written accounts</p>
<b>Conflicts throughout Modern History</b>	<p>To draw upon previous study to place wars in historical time lines</p> <p>To look at the lessons learnt in each conflict and how this affected future decisions</p> <p>To look at primary and secondary sources to evaluate the life of soldiers in different conflict periods and how technology changed</p> <p>To be introduced to the Korean War – causes and outcomes – and evaluate our part as a country within it</p>
<b>Pirates</b>	<p>To investigate the Hollywood image of pirates and discuss it's accuracy</p> <p>To know about key pirate figures such as Black Beard</p> <p>To understand how piracy could sometimes be 'authorised' – was Sir Francis Drake a pirate, discuss?</p>
<b>The Holocaust – the best and worst of humanity</b>	<p>Using packs from the Holocaust memorial society ;</p> <p>Explore notions of race superiority and why the Nazis hated the Jews</p> <p>To discuss, at an age appropriate level, the use of concentration camps</p> <p>To explore why death on this scale should never be forgotten and what lessons can be learnt</p> <p>Through real life accounts to look at the role of people who hid and saved Jews, and explore stories of humanity within the death camps particularly at liberation</p>

<u>Year 9 / 10</u>	
<b>Elizabethan England – Exploration</b>	<p>To know key explorations and discoveries which took place in the time period and how this affected the country as a whole</p> <p>To explore Elizabeth's relationship with Sir Walter Raleigh and Sir Francis Drake using a variety of historical sources</p>
<b>Elizabethan England – The poor Law and attitudes to the poor</b>	<p>To know and understand the poor law and its impact on society</p> <p>To discuss attitudes to the poor in relation both attitudes today, and the attitudes of Elizabeth's predecessors</p> <p>To look at the everyday life of different tiers of Elizabethan society using and evaluating a variety of evidence sources</p>
<b>Theatre</b>	<p>To understand that the theatre was not universally applauded and to investigate opposition to the theatre</p> <p>To carry out (visit) an investigation into the significance of the Globe Theatre</p> <p>To recognise the influence and rise of key figures within the theatre; Bacon, Shakespeare</p>
<b>Elizabethan England – Portraits</b>	<p>To understand and interpret key works as propaganda and be able to discuss the messages within them – particularly portraits of Elizabeth</p> <p>To investigate patronage within Elizabethan England</p>

<p><b>Elizabethan England – Rebellion</b></p>	<p>To investigate challengers to Elizabeth’s throne and in particular Mary Queen of Scots  To critique Elizabeth’s handling of key acts of rebellion – her sister was known as Bloody Mary, does Elizabeth deserve a similar title?  To explore reasons for the challenges to her throne and in particular her lack of heir and later promotion of herself as the ‘virgin’ queen</p>
<p><b>Health and Medicine – The Ancients</b></p>	<p>Using a range of sources investigate the significance of medicinal practices in the ancient world  To know key cures and the theories and beliefs which drove them</p>
<p><b>As above – Medieval</b></p>	<p>To explore the notion of humours and how the body and spirit were viewed in the medieval world  To look at cures and the apothecary role – using a variety of historical evidence  To consider the role of monasteries within medieval medicine and the wider context of religion and illness</p>
<p><b>Victorian</b></p>	<p>To chart key changes up to the Victorian period and consider the impact of being allowed human dissection  To look at the role of Florence Nightingale and Mary Seacle within nursing  To consider the role of conflict within medical developments, in particular the Baor War</p>
<p><b>Modern</b></p>	<p>To know and be able to discuss key medical break throughs from the Victorian period forward  To know and be able to discuss key figures within medical developments  To start to be able to relate developments in medicine to wider historical events – what aspects have been the main influence and impetus within medical developments?</p>