



# Prince William School

## History Curriculum Overview






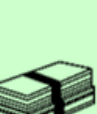
### Why Teach History?

We aim to help students understand the world in which we live today through studying events in the past. We use a variety of learning techniques to help students develop communication and written skills. They will find out about the causes and consequences of events locally, nationally and internationally. We aim to develop important historical skills through the use of sources and to comprehend and apply essential concepts such as utility, provenance and significance. The factors of power, religion and economics are at the core of many lessons, as well as human behaviour where sensitive issues such as racism, religious intolerance and gender inequality are confronted.

Although History is a very important subject to support citizenship and to build a life-long interest, it is also very skills-based. It requires and promotes important life skills that are essential in the world of work and an understanding of life today. Students learn to process information and quantify its utility, as well as develop frameworks to communicate ideas and to demonstrate debate and argument. These skills are essential for businesses and careers in media, public service and human resources. At university level, History is a 'facilitating' subject which means it is preferred for courses such as journalism, business, the civil service, the police, the law and teaching, where an analytical mind is needed to debate and problem solve challenging projects. History is a route to many careers and helps the development of students' skills through the use of historical sources and emphasis upon questioning their significance and utility. Students will produce both oral and written answers that demand evidence and explanation. They will come to understand key concepts such as propaganda, tone and message.






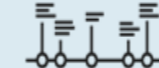

### Substantive Big Ideas

Our history curriculum enables pupils to gain knowledge and understanding of a range of different historical factors such as:

<p><b>The Role of Religion</b></p> 	<p>E.g. The role of Christianity, Islam and Judaism in the Medieval world, religious conflicts such as C16th wars and the role of religious persecution.</p>	<p><b>Political Ideas, the Military and Power</b></p> 	<p>E.g. Medieval monarchy and feudalism, the growth of democracy and the problems of dictatorship.</p>
<p><b>Society, Culture and People</b></p> 	<p>E.g. Women's history, public health, empire and key individuals.</p>	<p><b>Economy and Finance</b></p> 	<p>E.g. Taxation, problems of monarchical finance and economic depression.</p>

### Disciplinary Big Ideas

Pupils make progress in History by developing their understanding of different historical second order concepts. Throughout their course of study in History at Prince William School, pupils should progress in their understanding of:

<p><b>Causes and Consequences</b></p> 	<p>Students will understand that events occur for a variety of reasons and timescales such as long term and short-term causes. As students progress through their study of History they will come to understand the greater complexities of historical events and outcomes.</p>	<p><b>Significance and Importance</b></p> 	<p>Students will develop their understanding of both important events as well as people and the contributions and set backs that they have caused.</p>	<p><b>Sources and Interpretation</b></p> 	<p>Students will be exposed to a variety of sources from the past and interpretations of events from the past such as cartoons, photographs, diaries, articles and films. Students will develop their skills of analysis of these sources through their use of contextual knowledge.</p>
<p><b>Change and Continuity</b></p> 	<p>Students will develop their understanding that both development and regression are possible in the past and that History is not a linear march towards progress. As students progress through their study of History they will come to understand that there are underlying continuities in historical events.</p>	<p><b>Similarities and Differences</b></p> 	<p>Students be encouraged to compare different lived experiences and to look for both commonalities and variance in life in the past.</p>	<p><b>Chronological Understanding</b></p> 	<p>Students will develop a big picture of the past, which helps them to understand both Britain's part in world events and the way events have unfolded on a global scale.</p>
<p><b>Historical Enquiry</b></p> 		<p>Students will learn to question the world around them and will be enabled to ask challenging questions of the past.</p>			

### Learning for Life and Careers

#### Employability skills

Literacy, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication, Empathy, Debating, Evaluation, Justifying.

#### Linking the curriculum to careers

History enables students to develop a range of skills (see above) which are suitable for many career pathways. Students are also able to develop their understanding of a range of topics such as medicine through time, the military and warfare and human rights.

#### Examples of qualification pathways

- Armed forces
- Counselling
- Entertainment management
- Journalism
- Law
- Primary and secondary school teaching
- Uniformed services – Police, Prison service
- University lecturing
- Social work
- Human resources



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## History Curriculum – Map (1 of 2)



Disciplinary Ideas	Causes and Consequences	Change and Continuity	Significance and Importance	Sources and Interpretations	Chronological Understanding	Historical Enquiry	Similarities and Differences
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	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		Year 13	
						Teacher 1	Teacher 2	Teacher 1	Teacher 2
Autumn 1	<b>The Norman Conquest</b> Enquiry Question 1: Why did the Normans win the Battle of Hastings? -including: claims to the throne, Stamford Bridge, Battle of Hastings EQ 2: How did the Normans get England under control in C11th? -including the Feudal System, Castles and the Domesday Book	<b>The British Empire</b> Enquiry Question 1: How were people impacted by Britain's Empire? Including the start of the Empire, Puritans in America, the Transatlantic slave trade and the British in India	<b>World War One and its aftermath</b> Enquiry Question 1: How similar were peoples' experiences in World War One? Including weapons, soldiers of Empire, women, Black British soldiers, shell shock EQ 2: Did Britain really 'win' World War One? Including the Armistice and the Treaty of Versailles	<b>GCSE Topic 1: Conflict in Asia 1950-1975</b> <b>American Escalation in Vietnam</b> Including intervention under Eisenhower, Kennedy and Johnson, the Gulf of Tonkin, Peace Protests and the My Lai Massacre <b>The end of the war in Vietnam</b> Including Vietnamisation, Kent State, the role of the Media the end of war	<b>GCSE Topic 3: Elizabeth England c1568-1603</b> <u>Life in Elizabethan Times</u> including life for the rich and poor, theatre, sailors and exploration <u>Troubles at home and abroad</u> Including the Spanish Armada and Essex rebellion <b>Historic environment depth study</b> Revision for first mock exams	<b>Britain 1851-1964</b> C19th political system	<b>Democracy and Nazism in Germany</b> The establishment of the Weimar Republic	<b>Britain 1851-1964</b> World War One and its impact on politics and economics in Britain	<b>Democracy and Nazism in Germany</b> Nazi consolidation of power
	Causes	Consequences	Sources and interpretations	Similarities and Differences	At GCSE and A level all the disciplinary skills are embedded into all topics				
Autumn 2	<b>Medieval Life</b> EQ 3: How similar were people's lives in Medieval England? Including the medieval church, rich, poor, women and Jewish people EQ4: To what extent was the Black Death a disaster in England? -symptoms, treatments and understanding of the Black Death, consequences of the Black Death such as the Peasant's Revolt	<b>The British Empire</b> EQ2: How similar were peoples' experiences of living in the British Empire? Including American independence, the transatlantic slave trade, resistance and rebellion, abolition, and the Indian war for independence	<b>The interwar world</b> EQ 3: How different were peoples' experiences in Russia and the USA after World War One? Including the Russian Revolution, life in Communist Russia, America Boom and Bust EQ4 : Was the Weimar Republic really a 'golden age'? the Weimar Republic and the rise of the Nazi party	<b>GCSE Topic 2: Britain and Health c1000-present day</b> <b>Medicine stands still</b> Including beliefs and treatments of disease, public health and surgery in the Middle Ages <b>The beginnings of change</b> Including beliefs and treatments of disease, public health and surgery in the Renaissance	First mock exams <b>GCSE Topic 4: America 1840-1895 consolidation and expansion</b> <u>Expansion West and Native American Life</u> Including Native American life on the Plains and early settlers to the West	<b>Britain 1851-1964</b> C19th economic developments	<b>Democracy and Nazism in Germany</b> Germany's crisis years	<b>Britain 1851-1964</b> World War One and its impact on society and Ireland	<b>Democracy and Nazism in Germany</b> The Nazi State
	Similarities and Differences	Causes and Consequences	Similarities and Differences	Similarities and Differences	At GCSE and A level all the disciplinary skills are embedded into all topics				
Spring 1	<b>The Medieval World</b> EQ 5: How different were people's lives in the Medieval World? -including Medieval pilgrimages, the Islamic Empire, the Mali Empire EQ6 : Were the Crusades a success or a failure for the Christians? Including the causes, events and consequences of the Crusades	<b>The Industrial Revolution</b> EQ 3: What was the most revolutionary part of the industrial revolution? Including the population boom, the growth of towns and factories, the transport revolution	<b>The Rise of the Nazis</b> EQ 5: How did the Nazis assert their control over Germany and Europe? Including the rise of the Fuhrer, life in Nazi Germany, life in occupied Europe	<b>GCSE Topic 2: Britain and Health c1000-present day</b> <b>A revolution in Medicine</b> Including beliefs and treatments of disease, public health and surgery in the C19th	<b>GCSE Topic 4: America 1840-1895 consolidation and expansion</b> <u>The American Civil War and the Homesteaders</u> Including the causes and consequences of the American Civil War and the settling of the Great Plains	<b>Britain 1851-1964</b> C19th social developments	<b>Democracy and Nazism in Germany</b> The Weimar Golden Age	<b>Britain 1851-1964</b> World War Two and its impact on politics and economics	<b>Democracy and Nazism in Germany</b> The Nazi racial state
	Similarities and Differences	Consequences	Change and Continuity	Causes and Consequences	At GCSE and A level all the disciplinary skills are embedded into all topics				





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## History Curriculum – Map (2 of 2)







Disciplinary Ideas		Causes and consequences		Change and continuity		Significance and importance		Sources and interpretations		Chronological understanding		Historical enquiry		Similarities and differences	
Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13			
		Teacher 1		Teacher 2		Teacher 1		Teacher 2							
Spring 2	<b>Medieval monarchy</b> EQ 7: Where did power truly lie in Medieval England? Including Matilda and Stephen, Henry and Becket, John and the Magna Carta, the Wars of the Roses EQ8 : What should Richard III's legacy be? Including the Princes in the Tower, the Battle of Bosworth and the King in carpark	<b>C18th and C19th Politics, Society and Protest</b> EQ 4: Why did people fight for their rights in the 1800s? Including child labour, the workhouse, prison, transportation, the French revolution, Peterloo, the Chartists	<b>World War Two</b> EQ6 : Were the 1940s only a dangerous and difficult time for the people of Britain? Including Dunkirk, the Battle of Britain, the war at sea, the Homefront, D-day, VE and VJ day	<b>GCSE Topic 2: Britain and Health c1000-present day</b> <b>Modern Medicine</b> Including beliefs and treatments of disease, public health and surgery in the C20th and C21st	<b>Second mock exams</b> <b>Conflict with the Native Americans and closing the frontier</b> Including the causes, events and consequences of the 'Indian Wars', life on reservations, the Battle of Little Bighorn and the Wounded Knee Massacre	<b>Britain 1851-1964</b> C19th Ireland	<b>Democracy and Nazism in Germany</b> The Great Depression Age	<b>Britain 1851-1964</b> World War Two and its impact on society and Ireland	<b>Democracy and Nazism in Germany</b> The impact of World War Two on Germany						
	Change and Continuity	Significance and Importance	Causes	Sources and Interpretations	At GCSE and A level all the disciplinary skills are embedded into all topics										
Summer 1	<b>The Early Tudors</b> EQ 9: Should Henry VIII be known as 'Henry the Great'? Including Young Henry VIII, his wives, changes to religion, the Mary Rose EQ: How should the 'Later Tudors' be viewed? Including Edward VI, Jane Grey, Mary I, Elizabeth I	<b>Victorian and Edwardian Society</b> EQ5: To what extent was Britain a 'gilded age' before 1914? Including Jack the Ripper, life for women, the Titanic, the suffragettes	<b>The Holocaust and the Cold War</b> EQ 7: How much did life change for Jewish people under the third Reich? Including the background of antisemitism, persecution, segregation, and extermination EQ 8: What was the hottest moment of the Cold war? Including the division of Germany and the Cuban Missile Crisis	<b>GCSE Topic 3: Elizabeth England c1568-1603</b> <b>Elizabeth's religion and government</b> Including the religious settlement, the Puritan Challenge and the Catholic Threat	<b>Conflict with the Native Americans and closing the frontier</b> Including the causes, events and consequences of the 'Indian Wars', life on reservations, the Battle of Little Bighorn and the Wounded Knee Massacre  <b>Revision and exams</b>	<b>Britain 1851-1964</b> Politics and economics until 1914	<b>Democracy and Nazism in Germany</b> The collapse of democracy in Germany	Revision and Exams							
	Sources and Interpretations	Sources and Interpretations	Change and Continuity	Significance and Importance	At GCSE and A level all the disciplinary skills are embedded into all topics										
Summer 2	<b>The Elizabethans and Stuarts</b> EQ10 : What was Elizabeth's biggest problem? Including religion, marriage, succession, Mary Queen of Scots, the Spanish Armada EQ 11: To what extent was Elizabethan England a 'golden age'? Including exploration, settlement, culture and theatre EQ 12: Should James I be remembered for being 'scruffy'? Including James I, the Gunpowder plot, witches, Puritans	<b>World War One</b> EQ 6: Did a sandwich really kill 10 million men? Including the long, short and trigger term causes of the First World War EQ 7: What was it like to fight on the Western Front? Including recruitment, conscientious objection, life in the trenches and key battles	<b>GCSE Topic 1: Conflict in Asia 1950-1975</b> EQ 9: How did the Cold War become hot in Korea? Including the causes, events and consequences of the Korean War EQ 10: How did the Cold War become hot in Vietnam? Including the causes of the Vietnam War	Year 10 mock exams <b>GCSE Topic 3: Elizabeth England c1568-1603</b> <b>Life in Elizabethan Times</b> Including life for the rich and poor, theatre, sailors and exploration	<b>Revision and exams</b>	<b>Britain 1851-1964</b> Society and Ireland until 1914	<b>NEA coursework</b> Guide students through independent investigation in C17th Britain	Revision and Exams							
	Significance and Importance	Sources and Interpretations	Causes	Similarities and Differences	At GCSE and A level all the disciplinary skills are embedded into all topics										







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## History Curriculum Map – Substantive Knowledge Progression



<b>Substantive Themes</b>	 <b>Religion</b>	 <b>Society, Culture and People</b>	 <b>Politics, the military, and power</b>	 <b>Economy and Finance</b>
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	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
 <b>Religion</b>	<ul style="list-style-type: none"> <li>Medieval Christianity in England and Europe</li> <li>Life for Medieval Jewish people in England and Europe</li> <li>The Medieval Islamic Empire</li> <li>The medieval conflict between Christianity, Islam and Judaism for control of the Holy Land</li> </ul>	<ul style="list-style-type: none"> <li>The role of religion in causing the English Civil War</li> <li>The role of Christianity in the abolition of the Transatlantic Slave Trade</li> <li>The role of Quakers and pacifism in conscientious objection to World War One</li> </ul>	<ul style="list-style-type: none"> <li>The history of antisemitism</li> <li>The treatment of Jewish people in Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>The conflict between Catholics and Buddhists in Vietnam</li> <li>The role of Medieval Christianity and Islam on Medicine</li> <li>The importance of the idea of Manifest Destiny when settling the American West</li> <li>The conflict between the Mormons and other Christians in USA</li> </ul>	<ul style="list-style-type: none"> <li>The role of Christianity in the oppression of the Native American people</li> <li>The conflict between Protestants and Catholics in Elizabethan England</li> <li>The religious conflict between England and Spain in Elizabethan times</li> </ul>	<ul style="list-style-type: none"> <li>Ireland and religious tensions</li> <li>Non-conformity in 19<sup>th</sup> century Britain</li> <li>Life for Jewish people during the Weimar Republic</li> </ul>	<ul style="list-style-type: none"> <li>Partition and war in Ireland in early 20<sup>th</sup> century.</li> <li>Life for Jewish people during Nazi Germany</li> <li>Protest against the Nazi regime from Christian groups such as the Confessional church</li> <li>The oppression of Christian groups in Germany such as the Jehovah's Witnesses</li> </ul>
 <b>Society, culture, and people</b>	<ul style="list-style-type: none"> <li>Life for Medieval and Renaissance women</li> <li>Life for the rich and poor during the Middle Ages and Renaissance</li> <li>Life in the Medieval Islamic and Mali Empires</li> <li>The experiences of Black people in Tudor England</li> </ul>	<ul style="list-style-type: none"> <li>Life for people during the Restoration era</li> <li>Life for different people within the British Empire</li> <li>Life for the working classes during the Industrial Revolution</li> <li>Life for the rich and poor in Victorian and Edwardian Britain</li> </ul>	<ul style="list-style-type: none"> <li>Different experiences during War, such as that of women, Black Britons and soldiers of Empire</li> <li>Life in Nazi Germany</li> <li>Contrasting experiences of C20th life in Europe, America, Russia and Asia</li> </ul>	<ul style="list-style-type: none"> <li>The impact of the Vietnam war on Vietnamese and Americans</li> <li>Public Health crises such as Cholera outbreaks</li> <li>Public Health successes such as the NHS</li> <li>Native American life on the Great Plains</li> </ul>	<ul style="list-style-type: none"> <li>Life in the American South after the Civil War</li> <li>Life on the plains for Homesteaders and Native American life on reservations</li> <li>Life in Elizabethan England for the rich and the poor</li> <li>Elizabethan culture, theatre and the idea of a 'golden age'</li> </ul>	<ul style="list-style-type: none"> <li>Class and regionalism in Victorian Britain. Agricultural and the development of cities.</li> <li>The development of trade unions. Welfare reform</li> <li>Life in the Weimar Republic during the crisis years</li> <li>Life in the Weimar Republic during the golden years</li> </ul>	<ul style="list-style-type: none"> <li>The development of women's roles in society, Unemployment in the 1930s, The NHS, the permissive society of the 1960s</li> <li>The growth of media. The impact of war on society.</li> <li>Life in Nazi Germany for groups such as workers, women and young people</li> <li>Life for persecuted groups in Nazi occupied Europe such as Romany, Sinti and Jewish people.</li> </ul>
 <b>Politics, the military, and power</b>	<ul style="list-style-type: none"> <li>The Norman Conquest and imposition of control over England</li> <li>Rebellion and resistance movements against the monarchy such as the Peasant's Revolt</li> <li>Medieval power struggles between Monarchy, the Church and the nobility such as Henry II and Thomas Beckett and the Magna Carta</li> <li>Renaissance power struggles between Monarchy, the Church and the nobility such as Henry VIII's break from Rome and the Gunpowder</li> </ul>	<ul style="list-style-type: none"> <li>The changing power of the Parliament and the monarchy in C17th</li> <li>Rebellion and resistance movements against slavery</li> <li>The rise of protest and rebellion in relation to political rights such as increasing enfranchisement</li> <li>Power struggles in Europe as a cause of World War One</li> </ul>	<ul style="list-style-type: none"> <li>Conquest and invasion in Europe and Asia during C20th</li> <li>The rise of Fascism in Germany</li> <li>The differences between Communism and Capitalism in C20th</li> <li>Superpowers and their struggle for control around the world</li> </ul>	<ul style="list-style-type: none"> <li>Protest movements against the Vietnam war</li> <li>Capitalism and Communism in Vietnam, Cambodia and Laos</li> <li>The impact of Laissez-Faire government attitudes on the health of the people</li> <li>The increasing role of government in caring for the health of people in Britain in C20th</li> <li>American ideas of conquest and control over land in the West</li> </ul>	<ul style="list-style-type: none"> <li>The struggle between the North and South during the American Civil War</li> <li>Reconstruction in the South after the Civil War including the emancipation of African Americans</li> <li>Elizabethan government and monarchy</li> <li>The succession and marriage crises of Elizabeth's reign</li> </ul>	<ul style="list-style-type: none"> <li>Voting, reform and elections.</li> <li>The development of political parties, conservatism and liberalism. in 19<sup>th</sup> century Britain.</li> <li>The abdication of the Kaiser and the Weimar Constitution</li> <li>The problems of coalition government</li> <li>The rise of Fascism and the Nazi party</li> <li>The Nazi seizure of power in Germany</li> </ul>	<ul style="list-style-type: none"> <li>Universal suffrage. The development of the Labour Party. New Liberalism and socialism.</li> <li>Twentieth century war and 'One-nation conservatism</li> <li>General elections</li> <li>Nazi use of propaganda and terror to control German people</li> <li>Nazi invasion and conquest of Europe</li> <li>Resistance and opposition against the Nazis</li> </ul>
 <b>Economy and Finance</b>	<ul style="list-style-type: none"> <li>The Domesday Book and taxation as a form of control</li> <li>Economic motivation for events such as the Peasant's Revolt</li> <li>Financial problems and their consequences such as the closure of the monasteries</li> </ul>	<ul style="list-style-type: none"> <li>The role of taxation in causing the English Civil War</li> <li>The impact of the increasing wealth of Britain during the industrial age and the age of Empire</li> <li>Economic motivation for events such as the Titanic disaster and working conditions in factories</li> </ul>	<ul style="list-style-type: none"> <li>The consequences of the Treaty of Versailles on Germany</li> <li>Life during the Great Depression in Germany and America</li> <li>The financial impact of warfare</li> </ul>	<ul style="list-style-type: none"> <li>The financial impact of the Vietnam war</li> <li>Taxation as a method of caring for the health of the nation</li> <li>Economic factors in the push and pull of migrants to the West Coast of America</li> </ul>	<ul style="list-style-type: none"> <li>Economic challenges after the American Civil War</li> <li>The Elizabethan inflation crisis and subsequent poverty increase</li> </ul>	<ul style="list-style-type: none"> <li>Agricultural changes, the Industrial revolution and the 'Great Depression'. Tariff reform and free trade in Victorian Britain</li> <li>The Economic problems caused by the Treaty of Versailles</li> <li>The hyperinflation crisis of 1923</li> <li>Economic recovery under Stresemann</li> <li>The Great Depression in Germany</li> </ul>	<ul style="list-style-type: none"> <li>Nationalisation, unemployment and the Wall St Crash. The General Strike.</li> <li>Butskellism in 1950s Britain.</li> <li>Nazi policies to recover after the Great Depression</li> <li>Nazi economic policies to prepare for war</li> <li>The economic impact of World War Two on Nazi Germany</li> </ul>



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## History Curriculum Map –Disciplinary Knowledge Progression (1)



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Causes and Consequences</b> 	<p>Students will be able to identify the causes of events such as the Battle of Hastings and the Crusades</p> <p>Students will be able to identify the consequences of events such as the Black Death.</p>	<p>Students will be able to describe the causes of events such as the English Civil War and political protest in the C19th.</p> <p>Students will be able to describe the consequences of events such as the English Civil War and the Industrial Revolution.</p>	<p>Students will be able to explain the causes of events such as World War Two and the Cold War.</p> <p>Students will be able to explain the consequences of events such as World War One and the Great Depression.</p>	<p>Students will be able to explain multiple causes of events, such as the Vietnam War, using well-chosen contextual knowledge.</p> <p>Students will be able to explain multiple consequences of events, such as, the Vietnam War, using well-chosen contextual knowledge.</p>	<p>Students will be able to explain multiple causes of events, such as the American Civil War, using well-chosen contextual knowledge and they'll be able to make a judgement on the most important cause.</p> <p>Students will be able to explain multiple consequences of events, such as the Plains Indian Wars, using well-chosen contextual knowledge and they'll be able to make a judgement on the most important consequence.</p>	<p>Students will be able to explain multiple causes of events, such as the Hyperinflation Crisis of 1923, using precise and specific contextual knowledge and they'll be able to make a judgement which links together causes.</p> <p>Students will be able to explain multiple consequences of events, such as Stresemann's political tenure, using precise and specific contextual knowledge and they'll be able to make a judgement which links together consequences.</p>	<p>Students will be able to explain multiple causes of events, such as the rise of resistance to Nazi control, using precise and specific contextual knowledge and they'll be able to make a substantiated judgement which links together causes in a complex way.</p> <p>Students will be able to explain multiple consequences of events, such as the rise of the Nazis to power in Germany, using precise and specific contextual knowledge and they'll be able to make a substantiated judgement which links together consequences in a complex way.</p>
<b>Change and Continuity</b> 	<p>Students will be able to identify elements of change and continuity between the time periods they study in year 7 (1000-1600). For example, that Christianity remains an important force but that the dominant religion in England changed from Catholicism to Protestantism.</p>	<p>Students will be able to describe elements of change and continuity between the time periods they study in years 7 and 8 (1000-1900). For example, that there has always been a class system in Britain which creates problems for the poorest people but that the problems have changed significantly between medieval peasant farmers and industrial workers in the 1800s.</p>	<p>Students will be able to explain elements of change and continuity between the time periods they study in years 7,8 and 9 (1000-2000). For example, that Britain has faced numerous threats from invasion and warfare but that the threat posed by the Blitz in the 1940s has changed significantly from that of the Norman invasion in 1066.</p>	<p>Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and to reach a supported judgement as to the most important reason as to why something has changed in their study of Britain and Health. For example, considering whether Government has been the most important reason for improvements to Public Health.</p>	<p>Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and to reach a supported judgement as to the most important reason as to why something has changed in their study of Britain and Health. For example, considering whether Government has been the most important reason for improvements to Public Health.</p>	<p>Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and they'll be able to make a substantiated judgement which links together elements of change and continuity in a complex way. For example, considering the extent to which the Germany economy changed after the hyperinflation crisis of 1923.</p>	<p>Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and they'll be able to make a substantiated judgement which links together elements of change and continuity in a complex way. For example, considering the extent to which Nazi policies towards Jewish people were consistent between 1933 and 1945.</p>
<b>Significance and Importance</b> 	<p>Students will be able to identify some simple ways a person or event might be significant, such as examining what the legacy of Richard III might be.</p>	<p>Students will be able to describe some ways a person or event might be significant, using a simple criterion such as 'they created change', for example considering which aspect of the English Civil War is the most important.</p>	<p>Students will be able to explain some ways a person or event might be significant, using a criteria such as 'they created change in the short and long term', for example considering the 'hottest' moment of the Cold War.</p>	<p>Using a criteria, such as long- and short-term impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a supported judgement as to the most important aspect of a person or event. For example, considering the long- and short-term significance of the development of the Germ Theory.</p>	<p>Using a criteria, such as long- and short-term impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a supported judgement as to the most important aspect of a person or event. For example, considering the long- and short-term importance of the Elizabethan Middle Way.</p>	<p>Using a multi-faceted and complex criteria, such as long- and short-term impact as well as positive and negative impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a substantiated judgement as to the most important aspect of a person or event. For example, the significance of the Treaty of Versailles on C20th Europe.</p>	<p>Using a multi-faceted and complex criteria, such as long- and short-term impact as well as positive and negative impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a substantiated judgement as to the most important aspect of a person or event. For example, the significance of the Holocaust on European Jewish people.</p>









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## History Curriculum Map –Disciplinary Knowledge Progression (2)



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Similarities and Differences</b> 	Students will be able to identify some simple elements of similarity and difference between peoples' lived experiences in the time periods studied, for example identifying similarities between Muslims and Christians in the Medieval world.	Students will be able to describe some elements of similarity and difference between peoples' lived experiences in the time periods studied, for example describing differences between perspectives of the British Empire.	Students will be able to explain some elements of similarity and difference between peoples lived experiences in the time periods studied, for example explaining similarities and differences between British peoples' experiences of World War One.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference. They should also be able to reach a supported judgement as to the main areas of significance or difference. For example, comparing the work of key individuals such as Pare and Lister in Britain and Health.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference. They should also be able to reach a supported judgement as to the main areas of significance or difference. For example, comparing the work of key individuals such as Pare and Lister in Britain and Health.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference and they'll be able to make a substantiated judgement which links together elements of similarity and difference in a complex way. For example, considering the extent to which the experiences of Women and Jewish people were similar during the Weimar Golden Age.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference and they'll be able to make a substantiated judgement which links together elements of similarity and difference in a complex way. For example, considering the extent to which the experiences of Women and Jewish people were different during Nazi control over Germany.
<b>Sources and Interpretations</b> 	Students will be able to identify the key features of historical sources and interpretations of the past. For example, the message, tone, author, time, purpose, place or audience.	Students will be able to describe the key features of historical sources and interpretations of the past using some simple contextual knowledge. For example, the message, tone, author, time, purpose, place or audience.	Students will be able to explain the key features of historical sources and interpretations of the past using some contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be useful to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using well-chosen contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be useful to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using well-chosen contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be useful to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using precise and specific contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be of value to an historian investigating a particular question. Students will also be able to use these features to assess any limitations the source or interpretation might have to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using precise and specific contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be of value to an historian investigating a particular question. Students will also be able to use these features to assess any limitations the source or interpretation might have to an historian investigating a particular question.
<b>Chronological Understanding</b> 	Students will be able to place key events in order and identify key features of time periods studied.	Students will be able to place key events in order and describe key features of time periods studied.	Students will be able to place key events in order and explain key features of time periods studied.	Students will be able to place key events in order and explain key features of time periods studied using well-chosen contextual knowledge.  Students will also be able to make links and connections between the time periods they've studied. For example, in 1861 the Germ Theory was developed, and the American Civil War started.	Students will be able to place key events in order and explain key features of time periods studied using well-chosen contextual knowledge.  Students will also be able to make links and connections between the time periods they've studied. For example, in 1861 the Germ Theory was developed, and the American Civil War started.	Students will be able to place key events in order and explain key features of time periods studied using precise and specific contextual knowledge.  Students will also be able to make links and connections between the time periods they've studied. For example, in 1914 the outbreak of World War One impacted both Britain and Germany.	Students will be able to place key events in order and explain key features of time periods studied using precise and specific contextual knowledge.  Students will also be able to make links and connections between the time periods they've studied. For example, in 1914 the outbreak of World War One impacted both Britain and Germany.
<b>Historical Enquiry</b> 	Students will be able to identify questions to ask of the past, such as who, what, why, when and how?	Students will be able to pose and answer simple questions relating to the past, such as what should Oliver Cromwell's legacy be?	Students will be able to pose and answer questions relating to the past, such as what was the hottest moment of the cold war?	Students will be able to pose and answer more complex questions relating to the past, such as why did the Americans lose the Vietnam war?	Students will be able to pose and answer more complex questions relating to the past, such as to what extent was Elizabeth's reign a golden age?	Students will be able to create and form their own questions relating to the past to consider the past from a range of different perspectives. For example, if the Weimar Constitution was such a democratic system of government, why was Germany's post war government so unstable?	Students will be able to create and form their own questions relating to the past to consider the past from a range of different perspectives. For example, if the Weimar Constitution was such a democratic system of government, why was Germany's post war government so unstable?



# Prince William School

## History Disciplinary Vocabulary



Key Stage Three	Key Stage Four	Key Stage Five
← Reinforce Previous from KS2	← Reinforce Previous	← Reinforce Previous
Cause Consequence Similarity Difference Importance Significance Change Continuity Source Interpretation Identify Describe Explain Factor Reason Compare Chronology	Inference Provenance Interpretation Define Link Judgement Complex Utility Limitations Time Author Purpose Place Audience Convincing Contextual Knowledge	Tone Developed Evaluate Argument Debate Validity Analyse



# Prince William School

## History Key Vocabulary



	Year 7		Year 8		Year 9		Year 10			Year 11		Year 12			Year 13	
Autumn 1	The Norman Conquest		The English Civil War		World War One and its Aftermath		The Vietnam War			Conflict with the Native Americans		C19th Political System The Weimar Republic			World War One and its Impact Nazi Consolidation of Power	
	Conquest	Feudal	Parliament	Tyrant	Shell shock	Treaty	Vietnamisation	Civil rights	Offensive	Massacre	Chancellor	Kaiser	Constitution	Nazism		
	Chronology	Hierarchy	Execution	Republic	Armistice	Quaker	Domino theory	Guerrilla	Congress	Reservation	Communist	Proportional Representation	Diktat	Volksgemeinschaft		
	Claimants		Civil War	Restoration			Capitalism	Massacre	Buddhist		Spartacist	Republic	Reichstag			
Autumn 2	Medieval Life		The British Empire		The Interwar World		Medieval and Renaissance Medicine			Elizabethan Religion and Government		C19th Economics Germany's Crisis Years			World War One and its Impact The Nazi State	
	Catholic	Jewish	Heraldry	Triangular Trade	Sepoy	Capitalism	Weimar	Pandemic	Humours	Inference	Clergy	Heretic	Freikorps	Putsch	Jungvolk	
	Religion	Bubonic		Abolitionists	Rebellion	Boom	Fascism	Pestilence	Renaissance	Trepanning	Court	Legislation	Mittelstand	Stormtroopers	Sopade	
	Revolt	Plague		Resistance		Depression	Communism	Miasma	Cauterisation	Dissection	Excommunicated	Patronage				
Spring 1	The Medieval World		The Industrial Revolution		The Rise of the Nazis		A revolution in Medicine			Elizabeth's religion and government		Social developments Weimar Golden Age			World War Two and its impact The Nazi racial State	
	Crusades		Entrepreneur	Population	Fuhrer		Gong farmer	Laissez-Faire		Recusant	Vestments	Cliques		Aryan	Pogrom	
	Empire		Census	Turnpike	Aryan		Inoculation	Public health		Reformation		New Woman		Asocial	Reichkristallnacht	
	Muslim		Domestic	Toll	Appeasement		Antiseptic	Quack		Suitor		Expressionism		Einsatzgruppen	Untermenschen	
Spring 2	Medieval Monarchy		C18th and C19th Politics, society and protest		World War Two		Modern Medicine			Life in Elizabethan times		C19th Ireland The Great Depression			World War Two and its impact The impact of World War Two on Germany	
	Parliament	Power	Revolution	Transportation	Evacuation		Antibiotic	Welfare State		Alms	Gentry	Shanty town	Free trade	Free trade	Total War	
	Politics	Legacy	Workhouse	Guillotine	Blitzkrieg		Magic Bullet	Reform		Armada	Inflation	Coalition	Home Rule	Home Rule	Vichy-France	
				Orphan	Home Front					Circumnavigation	Privateers	Plot	New Liberalism	New Liberalism	Consensus	
Summer 1	The Early Tudors		Victorian and Edwardian society		The Holocaust and the Cold War		Expansion West and Native American life			Challenges at home and abroad for Elizabeth		Politics and economics until 1914 The collapse of democracy in Germany			Revision and Exams	
	Power		Gilded		Antisemitism	Euthanasia	Manifest Destiny	Proselytise		Illegitimate		Fuhrerprinzip	House of Lords			
	Protestant		Suffragette		Persecution	The Final Solution	Nomadic	Counting coup		Martyr		Antisemitism	Liberal reforms			
	Illegitimate		Suffragist		Segregation	Perpetrator	Succession	Polygamy		Regicide		Propaganda	Labour			
Summer 2	The Elizabethans and Stuarts		World War One		The Korean War		The American Civil War and the Homesteaders			Revision and Exams		Society and Ireland until 1914 NEA coursework			Revision and Exams	
	Treason		Propaganda	Colonies	Parallel		Reconstruction	Segregation				Arminianism	Jacobean	Absolutism		
	Succession		Empire	No man's land	United Nations		Confederacy	Exodusters				Calvinist	Interregnum	Episcopacy		
	Heir		Nationalism	Trench	Veto		Succession	Constitution				Reformation	Predestination	Prorogue		
	Colony		Imperialism	Recruitment	Stalemate							Divine Right	Regicide	Habeas Corpus		
Puritan		Assassination	Conscription								Presbyterian	Puritanism	Recusancy			