

	KS2 National Curriculum prior learning	By the end of the term, students can:	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3
<b>What we want our students to know and remember</b>	Students arrive at STMCA with a huge range of experiences of History from KS2 feeder schools. It is expected that we will build on students prior knowledge of aspects of British, local and world history.	Define the key tier 3 <b>vocabulary</b> :	Medieval Migration Migrant Social Settlement Factor	Crusaders Holy Land Pilgrimage Arabia Holy War Saracens	Heresy Monarchy Reformation Treason Compromise Parliament	Enslaved Person Africa Middle Passage Auction Plantation Trade	Imperialism Mutiny Colony Empire East India Company Sub-Continent	Militarism Imperialism Alliances Nationalism Assassination Balkans	Western Front Trenches Tommy (Pals) Battalion Recruitment Propaganda	Holocaust Ethnic Minorities Antisemitism Ghettos Persecution Kristallnacht	Society Youth Feminism Entertainment Politics Transport.
	Students will increasingly demonstrate progression in providing historical <u>explanations of cause and consequence</u> , change and continuity and in using <u>historical evidence</u> both contemporary to the period studied and relating to <u>historical interpretations</u> .	Recall the <b>knowledge</b> :	Why did people migrate to Britain (800-1500)? What factors motivated different groups to migrate to Britain? What were the experiences of migrants in Britain? What impact did migrants have on Britain? Who were the claimants to the throne? Who invaded England in 1066 and why? How did the Normans establish control after Hastings?	What was the role of the Medieval church? What is a "Crusade"? Why did Christians go on a Crusade? How does the history of Staffordshire link to the Crusades? Why did the African kingdom of Mali develop? Why is Mansa Musa an important historical figure? Why did the Kingdom of Mali fall?	What was the difference between a Protestant and a Catholic? Why did Henry break from the Roman Catholic Church? What was the Reformation and Counter-Reformation? What was Elizabeth's religious settlement?	What Africa was like before the Slave Trade? What were people's experiences on the Middle Passage? How were Africans treated on arrival in the New World (auctions and plantations)? Where did people live in Industrial cities? Why did crime occur in Industrial cities and why did the police struggle to catch criminals? How does the history of Stoke-on-Trent link to Industrial Cities?	What Africa was like before the Slave Trade? Why did the British invade India? What was the impact of the empire on Britain and India? Why and How did British rule in India end? Who were the Suffragettes? (Local Link – Staffordshire Suffragettes). How did women secure the vote in 1918? Why did women demand social equality? How does feminism look in the 21 <sup>st</sup> century?	Why did Britain want an empire? Why did the British invade India? What was the impact of the empire on Britain and India? Why and How did British rule in India end? Who were the Suffragettes? (Local Link – Staffordshire Suffragettes). How did women secure the vote in 1918? Why did women demand social equality? How does feminism look in the 21 <sup>st</sup> century?	What were the long term causes of WWI? Why did war break out in 1914? How involved were Germany in the outbreak of war? What were the reactions to the outbreak of war? Who were the public prepared for WWII? Why were people evacuated in WWII? Why did the Government introduce rationing? How did the Blitz affect Stoke on Trent?	How were soldiers recruited for war? What was life like in the Trenches? Why did soldiers keep fighting in the war? Why did men from Stoke sign up for war? How were the Jewish experiences on life in the Ghettos (including resistance)? Who was responsible for the final solution? How did the Jim Crow laws affect the lives of African Americans? What was the impact of the murder of Emmett Till? What was achieved by protesting for Civil rights (i.e. Bus Boycott/ Greensboro)	What are the roots of Antisemitism and persecution? How did Jewish lives change after 1933 (Germany)? What were the Jewish experiences on life in the Ghettos (including resistance)? Who was responsible for the final solution? How did the Jim Crow laws affect the lives of African Americans? What was the impact of the murder of Emmett Till? What was achieved by protesting for Civil rights (i.e. Bus Boycott/ Greensboro)

<b>What we want our students to do</b>	<p>Students will increasingly demonstrate progression in providing historical <b><u>explanations of cause and consequence</u></b>, change and continuity and in using <b><u>historical evidence</u></b> both contemporary to the period studied and relating to <b><u>historical interpretations</u></b></p>	<p>Demonstrate excellence in these <b>skills</b>:</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> led to migration in the period 800-1500.</p> <p>Pupils are able to <b>categorise factors</b> by social, political or economic motivation.</p> <p>Explain aspects of <b><u>change and consequence</u></b>: What were the results of the Norman Conquest, through a <b><u>chronological narrative</u></b> account of the Norman Conquest 1066 onwards.</p> <p>Pupils are able to <b>recall</b> historical events in <b><u>chronological</u></b> order.</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> meant medieval Christians would go on a Crusade.</p> <p>Pupils are able to <b>use historical evidence</b> to explain a historical event – using their <i>own knowledge</i> and the <i>content</i> of the evidence.</p> <p>Use <b><u>historical interpretations</u></b> to explain the significance of historical figure – Mansa Musa.</p> <p>Pupils are able to <b>explain change and continuity</b> with clear reference to the African Kingdom of Mali.</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> caused the Religious Reformation.</p> <p>Pupils are able to make a <b>judgement</b> on <b><u>historical significance</u></b> – what was the main reason for the Break from Rome</p> <p><i>By the end of year 7 pupils will have engaged with five key skills:</i> Judgement, Source Analysis, Explanation of Cause, Historical interpretations and chronological accounts.</p>	<p>Explain the process of the Transatlantic Slave Trade, through a <b><u>chronological narrative</u></b> account of enslavement from life in Africa to a Plantation.</p> <p>Pupils are able to <b>recall</b> historical events in <b><u>chronological</u></b> order</p>	<p>Use <b><u>historical interpretations</u></b> to explain the significance of historical events – The British Empire in India.</p> <p>Pupils are able to <b>explain change and continuity</b> with clear reference to the rise and fall of the British Empire in India.</p> <p>Pupils to demonstrate increased levels of source analysis – 19<sup>th</sup> century Britain.</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> caused the rise of feminism</p> <p>Pupils are able to <b>use historical evidence</b> to explain a historical environment – using their <i>own knowledge</i> and the <i>content</i> of the evidence.</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> led to the outbreak of war in 1914.</p> <p>Pupils are able to <b>categorise factors</b> by military, imperialist, nationalist and alliances.</p> <p><i>By the end of year 8 pupils will have engaged with the same five key skills:</i> Judgement, Source Analysis, Explanation of Cause, Historical interpretations and chronological accounts – enabling pupils to develop their skills as a historian.</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> caused the persecution of Jewish minorities</p> <p>Pupils are able to <b>make a judgement</b> on <b><u>historical significance</u></b> – of a event in the lives of Jewish people – 'Kristallnacht'.</p>	<p>Explain aspects of <b><u>causation</u></b> – what <u>factors</u> caused a change in British society since 1950.</p> <p><i>By the end of year 9 pupils will have engaged with the same five key skills:</i> Judgement, Source Analysis, Explanation of Cause, Historical interpretations and chronological accounts – enabling pupils to confidently develop their skills as a historian in preparation for a GCSE in History.</p>
<b>Key assessment questions:</b>			<p><b>Enquiry Questions:</b> Why did people migrate to the British Isles c800-c1500?  <b>Deep Mark Questions:</b> Explain why people migrated to the British Isles between c800-1500?</p>	<p><b>Enquiry Questions:</b> Why did Medieval Christians go on a Crusade?  <b>Deep Mark Questions:</b> Why did the Kingdom of Mali rise and fall?</p>	<p><b>Enquiry Questions:</b> Why did religion change under the Tudors?  <b>Deep Mark Questions:</b> The main reason for the Reformation was Henry's desire for Power, how far do you agree?</p>	<p><b>Enquiry Questions:</b> What was the process that took free Africans into Slavery?  <b>Deep Mark Questions:</b> What was life like in Industrial Cities?</p>	<p><b>Enquiry Questions:</b> Why did the British Empire rise and fall in India?  <b>Deep Mark Questions:</b> How far have women achieved equality since c1900?</p>	<p><b>Enquiry Questions:</b> Why did war break out in 1914?  <b>Deep Mark Questions:</b> Explain why WWI broke out in 1914?</p>	<p><b>Enquiry Questions:</b> What was the experience of soldiers in WWI?  <b>Deep Mark Questions:</b> What were the British experiences of WWII in Britain?</p>	<p><b>Enquiry Questions:</b> How were Jewish people persecuted in Germany (1900)?  <b>Deep Mark Questions:</b> What is the view of two interpretations of life on the Western Front?</p>	<p><b>Enquiry Questions:</b> How has British society changed since 1950?  <b>Deep Mark Questions:</b> Explain why British society has developed since 1950.</p>

<b>Disciplinary Rigour</b>	<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS3 National Curriculum?</p> <p><b>NC Subject Content:</b>          (Topic 1) The study of a theme in British history that extends pupils chronological knowledge from before 1066 – <b>'social history: migration of people to the British Isles c800-1500'</b>          (Topic 2) the development of state and society Medieval History 1066-1509 – <b>the Norman Conquest</b>          *<b>Local History Link:</b> Topic 2 – Eadric the Wild</p>	<p><b>NC Link:</b>          - know and understand the history of these islands as a chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation.</p> <p>- the ability to gain and deploy abstract historical terms i.e. Medieval, Settlement.</p> <p>-understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written narratives.</p> <p><b>NC Subject Content:</b>          (Topic 1) The study of a theme in British history that extends pupils chronological knowledge from before 1066 – <b>'social history: migration of people to the British Isles c800-1500'</b>          (Topic 2) the development of state and society Medieval History 1066-1509 – <b>the Norman Conquest</b>          *<b>Local History Link:</b> Topic 2 – Eadric the Wild</p>	<p><b>NC Link:</b>          - know and understand significant aspects of history of the wider world, features of past non-European societies.</p> <p>- the ability to gain and deploy abstract historical terms i.e. Kingdom, Crusade, Pilgrimage.</p> <p>-understand the methods of historical enquiry, use of evidence and interpretations of historical events.</p> <p><b>NC Subject Content:</b>          (Topic 3) the development of state and society Medieval History 1066-1509 – <b>Christendom, the importance of religion and the Crusades.</b></p> <p><b>NC Subject Content:</b>          (Topic 4) a study of a significant society in world history – <b>The rise and fall of the African Kingdom of Mali</b></p> <p><b>NC Subject Content:</b>          (Topic 5) the development of Church, state and society Medieval History 1509 – 1745 <b>The English Reformation and Counter Reformation (Henry VIII – Mary I)</b></p> <p><b>Elizabethan Religious Settlement and conflict with Catholic.</b></p>	<p><b>NC Link:</b>          - the ability to gain and deploy abstract historical terms i.e. Reformation, Catholic, Protestants.</p> <p>-understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written analyse and judgement.</p> <p><b>NC Subject Content:</b>          (Topic 5) the development of Church, state and society Medieval History 1509 – 1745 <b>The English Reformation and Counter Reformation (Henry VIII – Mary I)</b></p> <p><b>Elizabethan Religious Settlement and conflict with Catholic.</b></p>	<p><b>NC Link:</b>          -the ability to gain and deploy abstract historical terms i.e. Enslavement, Middle Passage, Industrial.</p> <p>-understand historical concepts such as continuity and change, cause and consequence and create their own structured accounts including written analyse and judgement.</p> <p><b>NC Subject Content:</b>          (Topic 1) Ideas, power, industry and Empire: Britain 1745 -1901– 'The development of the British Empire with a depth study (India)</p> <p><b>NC Subject Content:</b>          (Topic 2) Ideas, power, industry and Empire: Britain 1745 -1901– 'Britain as the Industrial nation – impact on society</p> <p><b>*Local History Link:</b> Topic 2 – Life in Stoke-on-Trent during the Industrial Revolution.</p>	<p><b>NC Link:</b>          -understand the methods of historical enquiry, use of evidence and interpretations of historical events.</p> <p>-how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><b>NC Subject Content:</b>          (Topic 5) Challenges to Britain, Europe and the Wider World 1901- present day – <b>The outbreak of the First World War</b></p>	<p><b>NC Link:</b>          -how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-the ability to gain and deploy abstract historical terms i.e. Blitz, Precautions and Trenches</p> <p><b>NC Subject Content:</b>          (Topic 4) Challenges to Britain 1901 - Present 'The First World War 1914-1918</p>	<p><b>NC Link:</b>          -the ability to gain and deploy abstract historical terms i.e. Blitz, Precautions and Trenches</p> <p><b>NC Subject Content:</b>          (Topic 2) Challenges for Britain, Europe, and the wider world 1901 - Present 'The Second World War and Wartime Leadership'</p> <p><b>*Local History Link:</b> Topic 1 – Why did men from Stoke-on-Trent sign up for War?</p>	<p><b>NC Link:</b>          -the ability to gain and deploy abstract historical terms i.e. Blitz, Precautions and Trenches</p> <p><b>NC Subject Content:</b>          (Topic 3) Challenges for Britain, Europe, and the wider world 1901 - Present 'The Holocaust – Compulsory Study'</p> <p><b>*Local History Link:</b> Topic 4 – The Role of the Staffordshire Suffragettes</p>
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