

## History Long Term Plan

Year group	Unit	Unit overview and progression through units	National Curriculum content	Key Knowledge	Tier 3 vocabulary spine	Subject specialisms spine (artist, primary/secondary sources etc)	Common Misconceptions
<b>Nursery</b>	<b>All about me</b>	The children will learn about the here and now. Who is in their family and what they like to do.	Begin to make sense of their own life-story and family's history.	The children can talk about the people they live with and their wider family	<i>Family, mummy, daddy,</i>		
	<b>Christmas</b>	The children will share experiences from the past	Begin to make sense of their own life-story and family's history.	The children can talk about significant events that have happened in the past	<i>Christmas, family, celebrate, memory, remember,</i>		
	<b>Summer Holidays</b>	The children will share experiences from the past	Begin to make sense of their own life-story and family's history.	The children can talk about significant events that have happened in the past	<i>Family, celebrate, memory, remember,</i>		
<b>Reception</b>	<b>Dinosaurs</b>	This unit is based on children's interest. Children will develop their language and have an understanding of how things were different a long time ago.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past,	Know that dinosaurs are a type of animal that are now extinct  Will hear about Mary Anning and that she was a significant figure	<i>Dinosaur, extinct, palaeontologist, carnivore, herbivore, omnivore, fossil,</i>		That dinosaurs are still alive today
	<b>Winter and Cold Places</b>	The children will hear about an explorer from the past - Ernest Shackleton	Compare and contrast characters from stories, including figures from the past.	To hear about significant people from the past	<i>Explore, past, explorer, South Pole,</i>		That the South Pole is no longer there. That Ernest Shackleton is still alive today

	Superhero's	This unit explores real life superheros and what people do to help each other. The children will hear about real life superhero's from the past	Compare and contrast characters from stories, including figures from the past.	To hear about significant people from the past. They will hear about Florence Nightingale	<i>Long ago, nurse, change, significant</i>		That Florence Nightingale is still alive today
Year 1	Toys from the past	This unit looks at similarities and differences between toys today and toys in the past. Children will develop their understanding of <b>chronology</b> through ordering a range of artefacts by age and explaining what these may have been used for. They develop their understanding of <b>continuity and change</b> , identifying changes in living memory between their parents' and grandparents' lives.  <b>Concepts:</b>  <b>Chronology</b> <b>Continuity and Change</b>	*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.	*Know that the toys their grandparents played with were different to their own.  *Organise a number of artefacts by age.  *Know what a number of older objects were used for.  *Know the main differences between their school days and that of their grandparents	<i>modern, new, old, before, after, living memory, long ago, similar, memory, artefact</i>		The past is something that happened hundreds of years ago.  Things that are recognisable are not something you would see in the past because they recognise this as something they use today.
Year 1	Significant person from the past (local) Josiah Wedgwood	This unit looks at the life of Josiah Wedgwood and the <b>significance</b> of his work and life in our local area. Children will develop their skills of historical enquiry by <b>interpretation</b> . Children will look at the local area and industry and identify the changes within the pottery	*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,	* <b>Name a famous person from the past and explain why they are famous. They will know him as a famous person living close to their homes/school.</b>  * <b>Know the name of a famous person/place</b>	<i>different, timeline, decade, remember, century, long ago, important,</i>		Children may think that Wedgwood is still alive working at the factory.

		<p>industry during Wedgwood's time. Children will visit a statue of Wedgwood during a visit to 'The World of Wedgwood'. This allows them to look at a range of sources and artefacts to enhance their learning.</p> <p><b>Concepts:</b></p> <p><b>Significance</b></p> <p><b>Interpretation</b></p>	<p>Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>*significant historical events, people and places.</p>	<p>close to where they live.</p>		<p>They may think that Wedgwood was the only pottery worker in Stoke-on-Trent.</p>
Year 1	Seaside in the past	<p>This unit compares the <b>similarities and differences</b> of seaside holidays in the recent past with those taken a long time ago. They will compare how visits to these places are similar and different to visits made by grandparents and visits made over 100 years ago. Through this study, they will look at how the attitudes to leisure time from the Victorian period <b>caused</b> a change in people's experiences and <b>consequently</b> led to a nationwide interest in the seaside.</p> <p><b>Concepts:</b> <b>Cause and consequence</b></p> <p><b>Similarity and difference</b></p>	<p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.</p>	<p>Give examples of things that were different when my grandparents were children.</p>	<p><i>recent, older, oldest, team boat, Punch and Judy show, amusement arcade, steam train, pier</i></p>	<p>Children may not understand some of the differences in experiences. They may think that toys and games are the same.</p>
Year 2	Local Area in the Past	<p>In this unit, children will look at how the local area has changed over the last 200 years. They will look at</p>	<p>*significant historical events, people and places in their own locality.</p>	<p>*Know how the local area is different to the way it used to be a long time ago.</p>	<p><i>chronological order, research, historians,</i></p>	<p>Children may not recognise some local areas and</p>

		<p><b>continuity</b> and how some areas and industries have stayed the same. They will contrast with the <b>changes</b> seen in the area and how modernisation has changed experiences of local people in the area. They also look at the school and how school life has changed throughout history. They will look at <b>similarities and differences</b> of school life in living memory in contrast with those 200 years ago. Children use photographs and artefacts to build a picture of the past before researching what these things were used for.</p> <p><b>Concepts:</b></p> <p><b>Continuity and Change</b></p> <p><b>Similarity and difference</b></p>		<p>*Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc)</p> <p>*I know about how things were different when my grandparents were children.</p> <p>*Know that children's lives today are different to those of children a long time ago.</p> <p>*Know how to use books and the internet to find out more information about the past.</p> <p>*Know what certain objects from the past might have been used for.</p> <p>*I know how to find things out about the past by talking to an older person.</p>	<p><i>opinion, evidence, artefact, experience</i></p>		<p>struggle to see differences.</p> <p>Some children may think that because an external part of a building has not changed (pot banks) then they are still used today.</p> <p>Children may confuse the past in living memory (parents' experiences) with that of experiences 200 years ago.</p>
Year 2	Significant Events in	In this unit, children look at the <b>significance</b> of events like the <i>Great Fire of London</i> and	*events beyond living memory that are significant nationally or	*I know how to use books and the internet to find out more	<i>timber-framed, plaster, thatch, church, abbey,</i>		Children may not understand the

	<p><b>History - The Great Fire of London</b></p>	<p>study how this event has influenced our experiences today.</p> <p>Using artefacts, primary and secondary sources, children use <b>interpretation</b> skills to consider why the Great Fire happened; its results; and the different ways it is represented.</p> <p><b>Concepts:</b></p> <p><b>Significance</b></p> <p><b>Interpretation</b></p>	<p>globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>information about the past.</p> <p>*Know what certain objects from the past might have been used for.</p> <p>*Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>*Know what we use today instead of a number of older given artefacts.</p>	<p><i>cathedral, rebuilt, flames, smoke, rampaging, charred, burned, ruined, destroyed, saved, reason, result, effect, eyewitness, diary, first-hand, woodcut</i></p>		<p>location of the fire and think it is local.</p> <p>Children may not comprehend the amount of time passed between the event and today.</p>
<p><b>Year 2</b></p>	<p><b>Significant Person from the Past (global) Florence Nightingale</b></p>	<p>This unit looks at the life of Florence Nightingale, why she went to Turkey to help soldiers injured in the Crimean War, and what happened as a result of her work. Through this, children look at the <b>chronology</b> of events that led to a change in nursing led by Florence Nightingale. Children look at what <b>caused</b> Florence to instigate changes to nursing and what the <b>consequences</b> were to nursing then and now.</p> <p><b>Concepts:</b></p> <p><b>Chronology</b></p>	<p>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence</p>	<p>*Know what certain objects from the past might have been used for.</p> <p>*Know how some people have helped us to have better lives.</p> <p>*Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.</p> <p>*Know about the life of a famous person from</p>	<p><i>Victorian, a very long time ago, before, after, war, Crimea, Scutari, Russia, soldier, nurse, doctor, ward, hygiene, disease, germs, wounds, kind, caring, patient, hard-working, brave</i></p>		<p>Children may think that Florence Nightingale was the only nurse instrumental to change in Scutari.</p> <p>Children may not understand the differences in attitude towards nursing with</p>

		<b>Cause and Consequence</b>	Nightingale and Edith Cavell]	the past because I know how to research.  *Know how to use books and the internet to find out more information about the past.			their own experiences of nursing today.
Year 3	Stone Age	This unit looks at changes in Britain starting at the Stone Age. Children develop their understanding of <b>interpretation</b> and use primary sources to build a picture of pre-history. They look at what <b>caused</b> Stone Age people to create cave paintings and the <b>consequences</b> of changes in environment had on hunting and daily life.  <b>Concepts:</b>  <b>Interpretation</b>  <b>Cause and Consequence</b>	*changes in Britain from the Stone Age to the Iron Age	*Know about how Stone Age people hunted for their food and what they ate.  *Know what people learned from Stone Age paintings.  *Can describe what a typical day would have been like for a Stone Age man, woman or child.  *Know what is meant by 'hunter gatherers'	<i>BC, AD, pre-history, Stone Age, Settler, Nomad, Nomadic, hunter, gathered, Neolithic, Stonehenge, archeologic. oral history</i>		Children may confuse the Stone Age with Mesozoic era.
Year 3	Iron Age	This unit builds on previous learning of the Stone Age. Children continue to develop their understanding of <b>chronology</b> as they study the changes from Stone Age to Iron Age. They look at any <b>similarities</b> in experiences of daily life and contrast these with <b>differences</b> between the	*changes in Britain from the Stone Age to the Iron Age	*Know how Britain changed between the beginning of the stone age and the iron age  *Know the main differences between the stone, bronze and iron ages.	<i>BC, AD, archaeology, significance, Skara Brae, sources</i>		Children may confuse Bronze and Iron Age.

		<p>Stone Age and Iron Age. Children look at the period between to add further understanding of <b>chronology</b> in sequence.</p> <p><b>Concepts:</b></p> <p><b>Chronology</b></p> <p><b>Similarity and Difference</b></p>					
Year 3	Ancient Greece	<p>In this unit children find out about the way people lived in the ancient Greek empire and their influence on the world. They look at the <b>significance</b> of Greek gods and goddesses on the culture of Ancient Greece and how they created the basis for modern Olympic games. They look at <b>continuity and change</b> through the wars between the Athenians and the Spartans and how this shaped experiences in the past.</p> <p><b>Concepts:</b></p> <p><b>Significance</b></p> <p><b>Continuity and Change</b></p>	<p>*Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p>*I know about and can talk about the struggle between the Athenians and the Spartans.</p> <p>*I know about some of the things that the Greeks gave to the world.</p> <p>*I know that the Greeks were responsible for the birth of the Olympics.</p> <p>*I know that the Greek Gods were an important part of Greek culture.</p> <p>*I know how to locate Greece on a map.</p>	<p><i>city state, empire, democracy, government, slaves, citizen, temple, theatre, Parthenon, stadium, gymnasium, enemies, hoplite, armour, weapons, tactics, Persian, Marathon</i></p>		<p>Children may mix Ancients up with other civilisations such as the Romans.</p>
Year 4	Romans	<p>In this unit, children are introduced to the idea that people from other societies have been coming to settle in Britain for a long time. They</p>	<p>* the Roman Empire and its impact on Britain</p>	<p>*I know at least three key things that the Romans did for this country.</p>	<p><i>Roman, Anglo-Saxon, period, Celt, hill fort, tribe, transport,</i></p>		<p>Children may confuse the Romans because</p>

		<p>consider <b>significance</b> and the effects of the invasion and settlement of the Romans on Britain. There is emphasis on historical enquiry using artefacts and Roman sites and interpretations of history. Children develop their understanding of <b>cause and consequence</b> looking at invasion, resistance and changes to society.</p> <p><b>Concepts:</b></p> <p><b>Significance</b></p> <p><b>Cause and Consequence</b></p>		<p>*I know why the Romans needed to build forts in this country.</p> <p>*I know that Rome was a very important place and many decisions were made there.</p> <p>*I know about the lives of at least two different Romans.</p> <p>*Summarise how Britain might have learnt from other countries and civilisations.</p>	<p><i>trade, hypocaust, forum, basilica, mosaic, chariot, army, troops, legion, invade, settle, emigration, immigration, refugee, conquest</i></p>		<p>of their presence in other places in the Empire.</p> <p>Children may mix up experiences with Romans living in Italy with Romans in Britain.</p>
<p><b>Year 4</b></p>	<p><b>Ancient Egypt</b></p>	<p>Children will find out about the way of life of people living in ancient Egypt from using <b>interpretation</b> looking at archaeological discoveries. They look at the characteristic features of this ancient society and see how things were <b>continuous</b> through the period and what <b>changed</b>. They will identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions.</p> <p><b>Concepts:</b></p> <p><b>Interpretation</b></p>	<p>* the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>*Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>*Know about the impact that this period had on the world.</p> <p>*Research what it was like for children in a given period of history and present findings to an audience.</p>	<p><i>ancient, modern, BC, AD, food and farming, science, technology, architecture, beliefs, Nile, Pharaoh, Sphinx, hieroglyphics, gods, goddesses, tomb, pyramid, Canopic jar</i></p>		<p>Children may not appreciate the amount of time within this period of time. This may impact their understanding of continuity.</p>

		<b>Continuity and Change</b>					
<b>Year 4</b>	<b>Ancient Civilisation (Shang Dynasty)</b>	<p>In this unit, children will learn about the Shang Dynasty and the impact this period had on the world. Using artefacts, children develop their understanding of <b>chronology</b> to build up their understanding of ancient history and present their findings to an audience. Children also use primary and secondary sources to comment on <b>similarities and differences</b> of the Shang Dynasty with other Ancient civilisations studied.</p> <p><b>Concepts:</b></p> <p><b>Chronology</b></p> <p><b>Similarity and difference</b></p>	<p>* the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>*Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>*Know about the impact that this period had on the world.</p> <p>*Research what it was like for children in a given period of history and present findings to an audience.</p>	<p><i>anachronism, BC, BCE, AD, empire, dynasty, achievements, infer, historian, culture, kingdom, continuity, reputation, culture, civilisation</i></p>		
<b>Year 5</b>	<b>Local History Study</b>	<p>Children will look at the history of their local area in detail. They will look at how things like industries have remained <b>continuous</b> and contrast this with the <b>changes</b> also seen in the area. They will look at the lives of rich and poor children and consider the <b>similarity and differences</b> experienced in this time through work and school.</p> <p><b>Concepts:</b></p>	<p>* a local history study</p> <p>* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>* the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The</p>	<p>*Research to find answers to specific historical questions about our locality.</p> <p>*Know how our locality today has been shaped by what has happened in the past.</p> <p>*Know how to draw a timeline with different historical periods showing key historical</p>	<p><i>Victorians, workhouse, primary evidence, secondary evidence, source, impact, consequence, infer, historian, Industrial Revolution, effects.</i></p>		Children may confuse experiences of children in central cities as shown in books (London and Manchester) to that of a local area.

		<p><b>Continuity and change</b></p> <p><b>Similarity and difference</b></p>	<p>Shang Dynasty of Ancient China</p>	<p>events or lives of significant people.</p> <p>*Know how the lives of wealthy people were different from the lives of poorer people during this time.</p>	<p><i>Significance, child labour</i></p>	
Year 5	Mayans	<p>In this unit and supported by learning in Year 4 (Shang Dynasty), children will look at the significance of ancient civilisations that have shaped our lives today. Using primary and secondary sources, children use <b>interpretation</b> to build up a picture of the past. They will look at how a non-European society contrasts with British history. They will look at the <b>cause</b> for moving from smaller villages to bigger cities and the <b>consequences</b> these changes had.</p> <p><b>Concepts:</b></p> <p><b>Interpretation</b></p> <p><b>Cause and Consequence</b></p>	<p>*a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>*Describe events from the past using dates when things happened.</p> <p>*Know how an event/events from the past have shaped our lives today.</p> <p>*Know how to draw a timeline with different historical periods showing key historical events or lives of significant people.</p>	<p><i>Ancient, Maya, astronomy, variety, infer, legacy, city-state, codex, excavate, significance, archaeology, reliable, cause.</i></p>	<p>Children group ancient civilisations and not see the difference between ancient civilisations in time and location. They may think that other ancient civilisations studied were happening at the same time.</p>
Year 5	Anglo-Saxons	<p>Supported by previous learning on the Romans, children are reintroduced to the idea that people from other societies have been coming to settle in Britain for a long time. They will develop their sense of <b>chronology</b> learning about the</p>	<p>*Know how Britain changed between the end of the Roman occupation and 1066.</p>	<p>*Know where the Anglo-Saxons came from.</p> <p>*Know at least two famous Anglo-Saxons.</p>	<p><i>invade, settle, emigration, immigration, refugee, conquest, Romans, Anglo-</i></p>	<p>Children may confuse the Anglo-Saxons with the Vikings.</p>

		<p>work of archaeologists and about the culture and way of life of Anglo-Saxons who settled in Britain. They will also consider the <b>significance</b> of the Anglo-Saxons and their links with Christianity.</p> <p><b>Concepts:</b></p> <p><b>Chronology</b></p> <p><b>Significance</b></p>		<p>*Use a time line to show when the Anglo-Saxons were in England.</p> <p>*Know the link between Anglo-Saxons and Christianity.</p> <p>*Know that many Anglo-Saxons were farmers.</p> <p>*Know at least two famous Anglo-Saxons</p> <p>*Know that the Anglo-Saxons gave us many of the words that we use today.</p> <p>*Know how crime and punishment has changed over a period of time.</p>	<p><i>Saxons, Vikings, period, archaeology, dig, excavate, survey, trowel, levels, strata, finds, Christian, sceptre, scabbard, buckle, lyre, grave burial</i></p>		
Year 6	Vikings	<p>In this unit, children reminded that people from other societies have been coming to Britain for a long time. (Supported by units in Year 4 and 5) Children find out how Vikings <b>caused</b> their influence spread through different parts of the world and the <b>consequences</b> of how, over a period of years, the Vikings eventually settled in Britain.</p> <p>Children will develop their understanding of chronology,</p>	<p>* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>*Know that Britain was invaded on more than one occasion.</p> <p>*Know that the Anglo-Saxons and Vikings were often in conflict.</p> <p>*Know how to use a timeline to show when the Viking raids started.</p>	<p><i>Anglo-Saxon, Viking, period, longboat, prow, rigging, Norseman, warrior, monastery, Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik, invade, settle,</i></p>		<p>Children may confuse the Vikings with the Anglo-Saxons. They may not see that the Vikings were not natives of Britain.</p>

		<p>describe and identify reasons for and results of historical events, situations and <b>changes</b> and consider how the <b>consequences</b> shaped the experiences of those living in that period.</p> <p><b>Concepts:</b></p> <p><b>Continuity and Change</b></p> <p><b>Cause and Consequence</b></p>		<p>*Know why the Vikings often overpowered the Anglo-Saxons.</p> <p>*Show on a map where the Vikings came from and where they invaded our country.</p> <p>*Know that many Vikings came to our country as peaceful farmers.</p>	<p><i>emigration, immigration, refugee, conquest</i></p>		
Year 6	British Empire	<p>In this unit, children look at the term British Empire. They look at how the Empire has been presented in history and use <b>interpretation</b> skills to investigate the past is represented through paintings and primary sources. They research two periods of history (Tudors and Victorians) to note the <b>similarities and differences</b> of Empire at the beginning of the establishment of the British Empire to the end.</p> <p><b>Concepts:</b></p> <p><b>Interpretation</b></p> <p><b>Similarity and difference</b></p>	<p>* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Research in order to find similarities and differences between 2 or more periods of history.</p> <p>Know how Britain has had a major influence on the world.</p>	<p><i>exploration, discovery, voyage, circumnavigation, colonisation, trade, colony, indigenous peoples, Amerindian, empire</i></p>		<p>Children may not understand that the British empire spanned over a significant amount of history and covers a range of periods.</p>

Year 6	World War 2	<p>In this unit children find out about the effects of the Second World War and its <b>significance</b> nationally and internationally.</p> <p>Using a range of sources, children develop their understanding of <b>chronology</b> as they research key events of the war and the impact this had on the people alive at the time.</p> <p><b>Concepts:</b></p> <p><b>Chronology</b></p> <p><b>Significance</b></p>	<p>* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>*Know about main events from a period of history, explaining the order of events and what happened.</p> <p>*Know how to place historical events and people from the past societies and periods in a chronological framework.</p>	<p><i>Blitz, air raid, bomb damage, submarines, allies, evacuation, host family, evacuee, billeting officer, the home front, gas masks, ration books, blackout, warnings</i></p>		<p>Children may not see that the war was significant both nationally and internationally. They may not understand the difference between propaganda and fact.</p>
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**St Margaret Ward Year 7 Curriculum**

<p>What is history? Chronology and sources. These topics are taught and tested. <b>Rationale all students have the basics and language needed to access the rest of the year's topics.</b> We then begin our detailed study of medieval England, topics include: England in the 1060's. The life and times of Edward the confessor, the succession crisis, competing contenders and the Battle of Hastings. <b>Rationale this draws down knowledge needed at GCSE and allows us the use the skills taught in the first 6 lessons. Students also get to understand how this is a turning point in history</b></p>	<p>A new England? The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' e.g. castle building, harrying of the north, Hereward, Feudalism and Domesday. <b>Rationale students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060</b></p>
<p>Spring Term 2a</p>	<p>Term 2b</p>
<p>A new England? The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' castle building, harrying of the north, Hereward, Feudalism, Domesday. <b>Rationale students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060 based upon the students contextual knowledge and understanding of cause and consequence</b></p>	<p>We then look at medieval religious beliefs through the eyes of the people (Church and Doom paintings) before moving onto the Crusades. <b>Rationale students understand the lives of ordinary people before studying the motives behind the crusades and debates surrounding this. This also enables us to consider the medieval world beyond Britain</b></p>

Summer Term 3a	Term 3b
<p>This term is spend doing a series of detailed investigations. Beckett and Henry, Bad king John and Magna Carta. Black Death and Peasants revolt.</p> <p>Rationale each of these topics will see students use a range of historian skills and also introduces new concepts such as economics and politics</p>	<p>Medicine</p> <p>Crime and punishment Rationale. The intention is to cover topics that allow both to draw down from GCSE ( Crime) and allow a wider world study e.g. the comparison of the Islamic and Christian world though medicine</p> <p>Wars of the Roses</p> <p>Rationale. This final piece provides the bridge between Y7 and Y8 giving students a secure knowledge-based start to Y8 via their knowledge of the end of the middle ages and the start of the Tudor period</p>