

## History

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

#### Knowledge; skills and understanding to be gained at each stage\*

		Cycle 1	Cycle 2	Cycle 3
Year 1	<b>Unit(s)</b>	<p><b>Is Flying Really Magical?</b> Focus: History of flight inc. Balloons, Wright brothers, space travel</p> <p><b>How can we be wise and stay safe?</b> Focus: Guy Fawkes &amp; Remembrance Sunday. Florence Nightingale?</p>	<p><b>Does size really matter?</b> Focus: timeline of largest/smallest UK landmarks</p> <p><b>Are we all wild things?</b> Focus: History of life lived in extreme places e.g. Island settlements such as St. Kilda</p>	<p><b>Could a penguin survive in Bradford?</b> Focus: Bradford buildings old and new (Broadway Shopping Centre and City Park)</p> <p><b>Can we save the world?</b> Focus: Extinct animals, including prehistoric animals.</p>
	<b>Key Concepts</b>	Travel, Innovation, Justice, Conflict,	Adversity, Survival, Innovation, Civilisation, Excellence	Adversity, Survival, Activism, Belonging, Environment, Migration
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>significant historical places in their own locality</li> </ul>
	<b>Knowledge Revisited</b>		<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	
Year 2	<b>Unit(s)</b>	<p><b>Do pumpkins really come from the supermarket?</b> Focus: History of farming and shopping - how has it changed over time? Focus study: Morrison's</p> <p><b>Can you judge a person by their clothes?</b> Focus: Explorers through the ages – what did they wear? Textiles industry in Bradford</p>	<p><b>What should I do if I get lost?</b> Focus: History of Communication Technology</p> <p><b>What is the greatest invention in my parent's lifetime?</b> Focus: Inventions that have changed history (not linked to communication technology or transport?)</p>	<p><b>How can kindness change the world?</b> Focus: People who changed the world with kindness e.g. Gandhi; Princess Diana and Mother Teresa</p> <p><b>If you were on a journey, where would it take you?</b> Focus: History of modes of water and land transport (inc. Sinking of Titanic) OR History of significant journeys</p>
	<b>Key Concepts</b>	Adversity, Survival, Innovation, Civilisation, Travel, Change	Innovation, Change	Compassion, Travel, Innovation,
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and</li> </ul>



				international achievements, some should be used to compare aspects of life in different periods <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>
<b>Year 3</b>	<b>Unit(s)</b>	<b>Could Year 3 have survived the Stone Age?</b> Focus: Stone Age to Iron Age	<b>How does it feel to come to a new country?</b> Focus: significant event – Windrush Generation	<b>Would we like to have been a Victorian child?</b> Focus: Victorians
	<b>Key Concepts</b>	Innovation, Adversity, Settlement, Survival, Change, Resilience, Environment,	Migration, Adversity, Equality, Freedom, Community, Integration, Prejudice, Discrimination, Belonging, Settlement, Identity, Change, Compassion, Citizenship	Empire, Power, Innovation, Survival, Resilience, Equality, Rights, Compassion
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>develop an understanding of British and world history</li> </ul>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 106</li> <li>develop an understanding of British, local and world history</li> </ul>	<ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>develop an understanding of British and local history</li> </ul>
	<b>Knowledge Revisited</b>	•	•	•
<b>Year 4</b>	<b>Unit(s)</b>	<b>Could Year 4 have survived the Stone Age?</b> Focus: Stone Age to Iron Age	<b>Is it important that our achievements are remembered?</b> Focus: Egyptians	<b>What did the Romans do for us?</b> Focus: History – Romans
	<b>Key Concepts</b>	Innovation, Adversity, Settlement, Change, Resilience,	Civilisation, Power, Innovation, Belief, Citizenship, Settlement,	Migration, Invasion, Empire, Conflict, Power, Innovation, Legacy, Belief, Change,
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>develop an understanding of British and world history</li> </ul>	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> <li>develop an understanding of world history</li> </ul>	<ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> <li>develop an understanding of British and world history</li> </ul>
	<b>Knowledge Revisited</b>			
<b>Year 5</b>	<b>Unit(s)</b>	<b>What does it mean to be British?</b> Focus: Anglo-Saxons	<b>How do the events of the past affect what we see around us today?</b> Focus: Castles and landuse	<b>What have the ancient Greeks left behind?</b> Focus: Ancient Greeks
	<b>Key Concepts</b>	Migration, Invasion, Conflict, Power, Freedom, Integration, Belonging, Settlement, Identity, Change,	Innovation, Settlement, Responsibility, Conflict, Invasion, Change,	Empire, Civilisation, Power, Democracy, Innovation, Legacy, Belief, Change,
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>develop an understanding of British, local and world history</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of British and local history</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>develop an understanding of world history</li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of history by</li> </ul>	<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of history by</li> </ul>	<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of history by</li> </ul>



		revisiting work on Romans (particularly Romans in Britain)	revisiting work on British history (Stone, Bronze and Iron Ages, Anglo-Saxons, Vikings, Romans)	revisiting work on Romans (particularly how they were influenced by the Ancient Greeks)
Year 6	Unit(s)	<b>History: what was happening everywhere else in the world?</b> Do we live in civilization? Focus: Early Civilizations		<b>How did the world wars change the lives of women and children?</b> Focus: WW1/2
	Key Concepts	Migration, Civilisation, Innovation, Integration, Prejudice, Discrimination, Belonging, Responsibility, Identity, Belief, Change, Equality, Rights, Compassion		Conflict, Power, Freedom, Prejudice, Discrimination, Belief, Change, Resilience, Equality, Rights, Duty, Occupation
	Knowledge Introduced	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Indus Valley</li> <li>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</li> <li>develop an understanding of world history</li> </ul>		<ul style="list-style-type: none"> <li>develop an understanding of British, local and world history</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
	Knowledge Revisited	<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of history by revisiting work on Stone, Bronze and Iron Ages, Anglo-Saxons, Vikings, Romans, Ancient Greeks and Ancient Egyptians</li> </ul>		<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of history by revisiting work on Victorians</li> </ul>
Year 7	Unit(s)	<u>What is my identity?</u>  History: What made modern Bradford?	<u>What determines the direction I take?</u>  History: What makes a successful Medieval King?	<u>Why are relationships important?</u>  History: How does parliament develop?
	Key Concepts	<p>Term 1: How does heritage impact my life?</p> <ul style="list-style-type: none"> <li>heritage</li> <li>Migration</li> <li>civil rights</li> <li>culture</li> </ul> <p>Term 2: How has industrialisation affected my local area?</p> <ul style="list-style-type: none"> <li>Industrialisation</li> <li>Agriculture,</li> <li>technological advancement</li> <li>reform</li> </ul>	<p>Term 3: How did the Normans change Medieval England?</p> <ul style="list-style-type: none"> <li>Medieval</li> <li>Church</li> <li>Monarchy</li> <li>authority</li> </ul> <p>Term 4: How did Medieval monarchs respond to crises?</p> <ul style="list-style-type: none"> <li>Catholicism</li> <li>Pope</li> <li>Heretic</li> <li>Pandemic</li> <li>chivalry</li> </ul>	<p>Term 5: How did dynastic struggle impact England?</p> <ul style="list-style-type: none"> <li>Dynasty</li> <li>Regent</li> <li>civil war</li> <li>Minister</li> </ul> <p>Term 6: How did Parliament evolve?</p> <ul style="list-style-type: none"> <li>Parliament</li> <li>Royal court,</li> <li>Parliament,</li> <li>Constitutional monarchy</li> </ul>
	Knowledge Introduced	<ul style="list-style-type: none"> <li>Heritage is an important part of identity, students explore the constituent areas of modern Britain, their family history and examine how Britain functions as a democracy and a multicultural society</li> <li>The local area is a part of student identity. Students</li> </ul>	<ul style="list-style-type: none"> <li>Students examine the rival claimants to the throne in 1066, the Battle of Hastings and how William acted to control and reform England</li> <li>students examine crises facing English Kings including</li> </ul>	<ul style="list-style-type: none"> <li>Students examine power relations between the people and the monarch including the Peasants' Revolt and the War of the Roses and Break with Rome</li> <li>Parliament is a key institution in Britain, students examine its evolution through</li> </ul>



		examine the changes to Bradford from the industrial period, including case studies of Saltaire and Lister's Mill.	the relations with the Church and Pope, and the Black Death	the Stuarts, the Civil War and the Glorious Revolution
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>Students will be able to articulate what forms identity and will have a sense of place within our country and our community.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw on previous learning about the structure of Britain</li> </ul>	<ul style="list-style-type: none"> <li>Students learn how England evolved and how the monarchy maintained its power</li> </ul>
<b>Year 8</b>	<b>Unit(s)</b>	<u>How do we face challenge?</u>  History: How effective were people in revolutions?	<u>Why does responsibility matter?</u>  History: Why did poor people get the vote?	<u>Should the world celebrate?</u>  History: How did warfare change the world?
	<b>Key Concepts</b>	<p>Term 1: How revolutionary was the French Revolution?</p> <ul style="list-style-type: none"> <li>Revolution</li> <li>Counter-revolution,</li> <li>Class,</li> <li>Mercantilism</li> </ul> <p>Term 2: How far did communism produce an equal society?</p> <ul style="list-style-type: none"> <li>Communism</li> <li>Socialism</li> <li>Marxism</li> <li>Working class</li> </ul>	<p>Term 3: Why did democracy grow in the industrial period?</p> <ul style="list-style-type: none"> <li>Democracy</li> <li>Parliament,</li> <li>Radicalism,</li> <li>Skilled labourers</li> </ul> <p>Term 4: Why were women finally allowed to vote?</p> <ul style="list-style-type: none"> <li>Suffrage</li> <li>Campaign,</li> <li>Petition,</li> <li>Direct action</li> </ul>	<p>Term 5: How did the First World War change warfare?</p> <ul style="list-style-type: none"> <li>Imperialism</li> <li>Propaganda,</li> <li>State,</li> <li>Militarism,</li> <li>Treaty</li> </ul> <p>Term 6: What did the Second World War change in the world?</p> <ul style="list-style-type: none"> <li>Nationalism</li> <li>Totalitarianism,</li> <li>Dictatorship,</li> <li>Holocaust</li> </ul>
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>Students examine the Age of Reason and development of the idea of universal rights. The French Revolution is key to understanding modern democracy, and how it changed through the Revolutionary and Napoleonic Wars</li> <li>Students will understand the problems facing serfs in Tsarist Russia, how the Revolutions impacted the Russian people, and why Communism is an evil ideology</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the pressures on government from the working classes to reform the franchise, students will examine the threat of revolution in Britain and how property franchise was reformed</li> <li>Students will analyse the Suffragette and Suffragist methods of obtaining the vote</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the causes of the First World War and conditions on the homefront, analysis of the role of Indian soldiers allows for international perspectives of the war</li> <li>Students will note the continuities between the wars, the reason for the rise of Nazism, US entry into the war, the nuclear weapons and the Holocaust</li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>Students will draw on their knowledge about absolutist monarchies and the conditions of peasants in Medieval societies</li> </ul>	Students will follow on from their learning about the parliament and constitutional monarchy	<ul style="list-style-type: none"> <li>Students will draw on their knowledge of Medieval and Napoleonic warfare, as well as the nationalist feelings</li> </ul>
	<b>Unit(s)</b>	How significant were European activities abroad?	How did the USA grow wealthy?	How did the USA act as a superpower?
<b>Year 9 (full course)</b>	<b>Key Concepts</b>	<p>Term 1: Why did abolitionism change slavery?</p> <ul style="list-style-type: none"> <li>Abolitionism</li> <li>Free trade,</li> <li>plantation,</li> <li>colonialism</li> </ul> <p>Term 2: What was the most significant impact of colonialism?</p> <ul style="list-style-type: none"> <li>Colonialism</li> <li>imperialism,</li> <li>colony,</li> </ul>	<p>Term 3: To what extent was 19th century America a land of opportunity for everyone?</p> <ul style="list-style-type: none"> <li>Expansionism</li> <li>Separation of powers,</li> <li>constitution,</li> <li>civil rights</li> </ul> <p>Term 4: Was the 20s a boom time for everyone?</p> <ul style="list-style-type: none"> <li>Capitalism</li> <li>Tariff,</li> <li>protectionism,</li> </ul>	<p>Term 5: How did black people gain civil rights?</p> <ul style="list-style-type: none"> <li>Recession,</li> <li>Civil Servant,</li> <li>Amendment</li> </ul> <p>Term 6: How close were the USA and USSR to global hegemony?</p> <ul style="list-style-type: none"> <li>Heritage</li> <li>Liberty,</li> <li>terrorism,</li> <li>autocracy</li> </ul>



		<ul style="list-style-type: none"> <li>• hegemony</li> </ul>	<ul style="list-style-type: none"> <li>• legislative</li> </ul>	
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>• Students will analyse the growth and conditions of slavery including capture, transportation and plantations. Students will evaluate the reasons for abolition including slave narratives and rebellions as well as the role Britain played</li> <li>• Students will study the growth of Empire from 1600 to 1900 and examine the motivations and impact of imperialism in India, China and Africa. Students will consider the lasting impact at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Students analyse the expansion of America from the Founding Fathers, expansion of slavery, civil war and gilded age. The changes and continuities for the experiences of black people is key</li> <li>• Students examine the Roaring Twenties from an economic and social perspective, analysing the similarities and differences between rich and poor and black and white Americans</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand US recovery during the Second World War and the Civil Rights movement from the boycotts, Black Panthers and the assassination of MLK</li> <li>• Students will understand the lasting tensions between the Cold War powers, NATO countries, Russia, China and North Korea. Students will understand why communism failed</li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>• Students draw on their knowledge of the declaration of the rights of man and industrialization to compare Western societies with the colonies</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw on their knowledge of colonialism and slavery to evaluate the legacies</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge builds upon treatment of slaves and treatment of black people during the Jim Crow era</li> <li>• Communism and capitalism have been studied and the tensions between the two will be appreciated</li> </ul>
<b>Year 9 (half course)</b>	<b>Unit(s)</b>	How significant were European activities abroad?	How did the USA grow wealthy?	<ul style="list-style-type: none"> <li>• How did the USA act as a superpower?</li> </ul>
	<b>Key Concepts</b>	What was the most significant impact of colonialism? <ul style="list-style-type: none"> <li>• Colonialism</li> <li>• imperialism,</li> <li>• colony,</li> <li>• hegemony</li> </ul>	To what extent was 19th century America a land of opportunity for everyone? <ul style="list-style-type: none"> <li>• Expansionism</li> <li>• Separation of powers,</li> <li>• constitution,</li> <li>• civil rights</li> </ul>	How did black people gain civil rights? <ul style="list-style-type: none"> <li>• Recession,</li> <li>• Civil Servant,</li> <li>• Amendment</li> </ul>
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>• Students will study the growth of Empire from 1600 to 1900 and examine the motivations and impact of imperialism in India, China and Africa. Students will consider the lasting impact at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Students analyse the expansion of America from the Founding Fathers, experience of slaves, expansion of slavery, civil war and gilded age. The changes and continuities for the experiences of black people is key</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand US recovery during the Second World War and the Civil Rights movement from the boycotts, Black Panthers and the assassination of MLK</li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>• Students draw on their knowledge of the declaration of the rights of man and industrialization to compare Western societies with the colonies</li> </ul>	Students draw on their knowledge of colonialism and slavery to evaluate the legacies	<ul style="list-style-type: none"> <li>• Knowledge builds upon treatment of slaves and treatment of black people during the Jim Crow era</li> <li>•</li> </ul>
<b>History GCSE</b>	<b>Unit(s)</b>	AQA History GCSE <ul style="list-style-type: none"> <li>• Wider History Period Studies: Germany, 1890-1945: Democracy and Dictatorship</li> <li>• Conflict and Tension 1894-1918: The First World War</li> <li>• Thematic Study: Health and the People: c.1000 to the present day (with site case study)</li> <li>• British Depth Study: Norman England, c.1066-1100</li> </ul>		
	<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• The KS3 curriculum, built around substantive historical concepts, inspires student engagement with the modern world and lays the foundation for making sustained progress in GCSE. Through consciously building the curriculum around substantive historical concepts, students are enriched with historical skills and avenues through which to analyse the past.</li> </ul>		
	<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>• Wider History Period Studies: Germany, 1890-1945: Democracy and Dictatorship               <ul style="list-style-type: none"> <li>○ Kaiserreich and Imperial Germany</li> <li>○ First World War and Weimar Germany</li> <li>○ Rise of Nazism</li> <li>○ Life in Nazi Germany</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"> <li>• Conflict and Tension 1894-1918: The First World War <ul style="list-style-type: none"> <li>○ International tensions and outbreak of war</li> <li>○ The Western front</li> <li>○ The Wider War</li> <li>○ Allied Victory</li> </ul> </li> <li>• Thematic Study: Health and the People: c.1000 to the present day (with site case study) <ul style="list-style-type: none"> <li>○ Medieval Medicine, 1000-1500</li> <li>○ Renaissance Medicine, 1500-1750</li> <li>○ Industrial Medicine, 1750-1900</li> <li>○ Modern Medicine, 1900-present</li> </ul> </li> <li>• British Depth Study: Norman England, c.1066-1100 <ul style="list-style-type: none"> <li>○ Claimants to the throne and the Battle of Hastings</li> <li>○ Norman control of England</li> <li>○ Norman societal reforms</li> <li>○ Norman Church reforms</li> <li>○ Site study</li> </ul> </li> </ul>
<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>• The KS3 curriculum has built a conceptual framework through which to analyse the topics at GCSE. At the completion of KS3, students understand the story of England and Britain, students appreciate the relationship with Europe and students have gained an important international aspect through the study of colonialism and the USA.</li> </ul>

\*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

