



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

The Age of Monks, Nuns and Knights

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
What is History?	How did traders and raiders affect Britain?	Why was 1066 such an important year for Britain?	Was King William I a bad guy?	Why were fourteenth century people so unhappy?	Why were people so confused about religion in the Early Modern period?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>What is history?</p> <ul style="list-style-type: none"> Gain understanding of prior knowledge and overview of what we study at St. Peter's. <p>What is a historian?</p> <ul style="list-style-type: none"> Students can draw and label what a historian looks like and be shown an array of historians from all backgrounds in order to understand that anyone, including them, can be a Historian. <p>How do we talk about history?</p> <ul style="list-style-type: none"> Introduction of key terms to students that they will need to study History. <p>How do we learn about the past?</p> <ul style="list-style-type: none"> Introduction, and practice, of source analysis and how to assess their usefulness. <p>How do we write like a historian?</p> <ul style="list-style-type: none"> Introduction to PEEL paragraphs and practice of how to write them. <p>How do we write like a historian?</p> <ul style="list-style-type: none"> Apply knowledge of how to write like a historian to the historical mystery of the Tollund 	<p>Who were the Romans?</p> <ul style="list-style-type: none"> Gain an understanding of the story of Romulus and Remus before creating a timeline of the Roman Empire up to, and including, the successful invasion of Britain <p>How did the Romans change Britain?</p> <ul style="list-style-type: none"> Develop an overview of the changes that the Romans made to Britain before analysing sources to learn about the effects of Roman rule on Britain and writing their own interpretation of how the Romans changed Britain. <p>Why did the Romans leave Britain?</p> <ul style="list-style-type: none"> Explore the issues of the Roman Empire before examining the reasons for the collapse of the Empire. <p>Who were the Anglo-Saxons?</p> <ul style="list-style-type: none"> Overview of the Anglo-Saxons and how/why they arrived in Britain, using reading and comprehension questions before investigating different Anglo-Saxon artefacts to learn about Anglo-Saxon life. <p>Where did the Anglo-Saxons settle?</p> <ul style="list-style-type: none"> Examine a map of Britain and decide where would be the best place to settle before being given a 	<p>Who was Edward the Confessor?</p> <ul style="list-style-type: none"> Develop an understanding of monarchy through examining our current monarchy before using this information to gain an understanding of the monarchy and issues with succession in 1065 by creating a Facebook profile for Edward the Confessor. The issues created by Edward's death are then to be analysed. <p>What happened when Edward the Confessor died?</p> <ul style="list-style-type: none"> Examine the issues facing England when Edward the Confessor died and rank them in order of importance and explain the most important issue before predicting what the Witan will do to solve these issues. <p>Who had the strongest claim to the throne in 1066?</p> <ul style="list-style-type: none"> Introduction to the four claimants to the throne before students create an argument of who they believe had the strongest claim to the throne and participate in a class vote/debate. <p>What happened at the Battle of Fulford?</p> <ul style="list-style-type: none"> Students put themselves in Harold Godwinson's shoes and summarise 	<p>Who was William the Conqueror?</p> <ul style="list-style-type: none"> Predict what qualities William would need to have to conquer England before gathering evidence and arguing whether William would make a good king. <p>What did the country William conquered look like?</p> <ul style="list-style-type: none"> Examine the population and religion of England, as well as farming, trade and natural resources, and how they made the country so rich. <p>Did the people of England support William as king?</p> <ul style="list-style-type: none"> Examine and rank the problems William faced when he conquered England before examining primary and secondary sources to understand how William dealt with the problems, focusing on the case study of the Harrying of the North. <p>How did William control England?</p> <ul style="list-style-type: none"> Introduction to the feudal system as a method William used to control England. <p>What was the Domesday Book?</p> <ul style="list-style-type: none"> Predict what questions were asked in the 'Great Survey' before analysing 	<p>What was a Medieval town like?</p> <ul style="list-style-type: none"> Describe what life was like in a Medieval town, explain what life would have been like and analyse why disease was able to spread so quickly in Medieval towns. <p>What was the Black Death?</p> <ul style="list-style-type: none"> Outline what the Black Death was and analyse a map of the spread of the Black Death to show how it spread to England's shores and why some areas were more affected than others. <p>What was the experience of those who caught the Black Death?</p> <ul style="list-style-type: none"> Describe and draw the symptoms of the Black Death on gingerbread people and develop historical empathy through writing a diary entry. <p>What caused the Black Death?</p> <ul style="list-style-type: none"> Examine the beliefs of Medieval people as to what caused the Black Death by matching images to the explanations before deciding which causes were purely Medieval beliefs and which were actual causes. <p>How did Medieval people try to cure the Black Death?</p>	<p>What did people believe in the Middle Ages?</p> <ul style="list-style-type: none"> Examine the beliefs of people in the Middle Ages through looking at the role of the church and the priests, as well as the belief in Heaven, Purgatory and Hell. <p>What were churches like in the Middle Ages?</p> <ul style="list-style-type: none"> Describe the structure of the church and services then explain the Seven Deadly Sins and the use of Doom Paintings, including analysing one, before students create their own. <p>What did monks and nuns do?</p> <ul style="list-style-type: none"> Describe who monks and nuns were, explain their roles and examine what their daily lives were like through writing a diary entry. <p>How important was religion in the Middle Ages?</p> <ul style="list-style-type: none"> Analyse the role of religion in the Middle Ages and sort into factors before ranking them. Examine a medieval pilgrimage badge to assess how important religion was to Medieval people. Write a PEEL paragraph. <p>Why did Henry VIII want to change religion?</p> <ul style="list-style-type: none"> Describe Henry VIII's religion when he

<p>Man.</p> <p>How do we write like a historian? <ul style="list-style-type: none"> Develop skills of analysing and writing an interpretation, using the knowledge gained of the Tollund Man. </p> <p>How do we find research? <ul style="list-style-type: none"> Introduction to a variety of historical sources (textbooks/recommended websites/horrible histories). </p> <p>How do we present our research? <ul style="list-style-type: none"> Explore the idea of plagiarism and how to refer to research. </p> <p>Who is your history hero? <ul style="list-style-type: none"> Teachers inform students of their own History Heroes before students begin to prepare presentations on their own heroes. </p> <p>Presentations <ul style="list-style-type: none"> Students present their History Heroes to the class. </p>	<p>list of Anglo-Saxon words to find Anglo-Saxon settlements and analyse why the settlers chose those places.</p> <p>How fair were Anglo-Saxon punishments? <ul style="list-style-type: none"> Comprehension questions about the different crimes in the Anglo-Saxon era and how they were different in towns and villages before examining different punishments and deciding how fair each was before coming to a final decision. </p> <p>Who were the Vikings? <ul style="list-style-type: none"> Overview of the Vikings and how/why they arrived in Britain, using reading and comprehension questions and deducing where the Danelaw was. </p> <p>Why did the Vikings travel so far? <ul style="list-style-type: none"> Analyse three factors that show why the Vikings travelled so far to raid/invade Britain before deciding which factor was the most important and arguing why. </p> <p>Were the Vikings traders or raiders? <ul style="list-style-type: none"> Analyse a range of primary and secondary sources to come to a conclusion as to whether the Vikings were traders or raiders and create an interpretation of whether the Vikings were raiders or traders. </p> <p>How far had England changed between 388 and 1066? <ul style="list-style-type: none"> Complete a venn diagram to show the change and continuity from the Romans to the Vikings before completing a continuum to show how far England had changed. </p>	<p>how he would be feeling at the start of his reign before creating a comic strip of the Battle of Fulford and predicting what they think will happen next.</p> <p>Who won the Battle of Stamford Bridge and why? <ul style="list-style-type: none"> Organise the events of the Battle of Stamford Bridge into chronological order before ranking the reasons that Harold won the battle in a Diamond 9 activity. Then use the information learned to predict any issues Harold still has to face. </p> <p>Who was better prepared for the Battle of Hastings? <ul style="list-style-type: none"> Complete an overview of William's arrival to England before analysing four areas of each side's army to decide who was better prepared before using what is learned to make a judgement on who was better prepared in a PEEL paragraph. </p> <p>What happened at the Battle of Hastings? <ul style="list-style-type: none"> Annotate a storyboard of the Battle of Hastings and analyse each stage of the battle before creating an announcement to tell the people of England the outcome of the battle. </p> <p>How did William the Conqueror win the Battle of Hastings? <ul style="list-style-type: none"> Sort reasons that William won the Battle of Hastings into three factors before finding evidence to prove four factors for William's victory and deciding which was most and least significant in a piece of extended writing. </p> <p>Is the Bayeux Tapestry a reliable source? <ul style="list-style-type: none"> Describe the events and provenance of the Bayeux Tapestry in order to evaluate the reliability of the tapestry, using the knowledge gained to either support or challenge its content. </p> <p>Why was 1066 such an important year for Britain? <ul style="list-style-type: none"> Students to make their overall </p>	<p>the questions that were actually asked of the people of England to create the Domesday Book. Analyse Wolverhampton's entry in the Domesday Book.</p> <p>Why did William build so many castles? <ul style="list-style-type: none"> Explore why William felt the need to build so many castles, the layout of Motte and Bailey Castles and analyse the strengths and weaknesses of this style of castle. </p> <p>How did William change religion in England? <ul style="list-style-type: none"> Define the difference between Church and church before outlining why the Church was so important in Anglo-Saxon England and explain why and how William wanted to change the Church. </p> <p>How did William change crime and punishment in England? <ul style="list-style-type: none"> Recap Anglo-Saxon crime and punishment before examining the changes William made, such as the Murdrum fines and Forest laws, and why they were brought in. Use what has been learned to argue how far William changed Anglo-Saxon crime and punishment. </p> <p>Why was William II murdered? <ul style="list-style-type: none"> Outline who William II was and examine the events of his murder before using what is learned to argue why William II was murdered. </p> <p>Was King William I a bad guy? <ul style="list-style-type: none"> Students to make their overall judgement using evidence from previous lessons </p>	<ul style="list-style-type: none"> Explore the medieval 'cures' for the Black Death and examine if any of them could have actually worked and why. Use what is learned to create a medical poster to warn and advise people about the Black Death. <p>What was the impact of the Black Death? <ul style="list-style-type: none"> Analyse the 'accounts' of people who 'lived' through the Black Death in order to understand how life got better or worse for different members of society. Sort into factors to come to a conclusion of which was most significant. </p> <p>What was the most significant impact of the Black Death? <ul style="list-style-type: none"> Analyse the impacts of the Black Death, sorting them into factors before determining which factor was the most significant and writing a PEE paragraph to explain why. </p> <p>How did the peasants feel after the Black Death? <ul style="list-style-type: none"> Identify and explain the issues that led to the peasants being angry in 1381 before examining and arguing who the peasants should blame for their misery. Argue how the peasants should solve their issues. </p> <p>What happened during the Peasants' Revolt? <ul style="list-style-type: none"> Create a timeline of the key events of the Peasants' Revolt and explain why they happened. Rank the events in a Diamond 9 to evaluate which was the most important event of the Peasants' Revolt. </p> <p>What were the origins, motives and aftermath of the Peasants' Revolt? <ul style="list-style-type: none"> Outline the origins, motives of and aftermath of the Peasants' Revolt. </p>	<p>first came to the throne then examine the factors that led to him wanting to change the religion of the country. Then to rank the factors and write a PEEL paragraph to explain which was the most important.</p> <p>How did Henry VIII break from Rome? <ul style="list-style-type: none"> Explain how Henry VIII broke from Rome by creating a timeline of the steps Henry VIII took. Analyse two pictures of a church to find the changes the Reformation had. </p> <p>Why did people believe in witches? <ul style="list-style-type: none"> Compare the religious changes that take place from the Medieval Period to the Stuarts then analyse the different factors that led to Early Modern people believing in witches. Argue whether religion was the most important reason that people believed in witches. </p> <p>How would you spot a witch? <ul style="list-style-type: none"> Address misconceptions about what a witch looked like. List the ways that witches were spotted and use this information to determine whether three women were witches or not. </p> <p>Why did accusations increase in the 17th century? <ul style="list-style-type: none"> Analyse historian's interpretations about why witchcraft accusations increased before examining who Matthew Hopkins was and how he increased accusations. </p> <p>What happened in Pendle, Lancashire? <ul style="list-style-type: none"> Identify why Pendle had so many witchcraft accusations in 1612 by examining the events of the Demdike and Chattox families then creating a newspaper article to give an explanation of what happened, why the families were accused and what happened to each family. </p> <p>Why did witchcraft accusations decline? <ul style="list-style-type: none"> Explore the reasons that accusations decreased before ranking their importance and explaining the decisions. </p> <p>Why were people so confused about religion in the Early Modern Period? <ul style="list-style-type: none"> Students to make their overall </p>
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		judgement using evidence from previous lessons			judgement using evidence from previous lessons.
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
Analysing sources using Context, Content, Comment, Link. Writing in PEEL paragraphs. Analysing historical interpretations. Developing research skills. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Creation of timelines. Analysing sources using Context, Content, Comment, Link. Investigate historical artefacts. Analysing and creating historical interpretations. Writing in PEEL paragraphs. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Creation of timelines. Analysing sources using Context, Content, Comment, Link. Writing in PEEL paragraphs. Analysing factors. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Writing in PEEL paragraphs. Analysing factors. Analysing sources using Context, Content, Comment, Link. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Writing in PEEL paragraphs. Analyse sources. Develop historical empathy. Analyse historical accounts. Analysing factors. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Writing in PEEL paragraphs. Analyse sources. Analysing factors. Analysing historical interpretations. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Demonstrate and Connect - PEEL paragraph Demonstrate and Connect - Creating a historical interpretation	Demonstrate and Connect - How did the Romans change Britain? Demonstrate and Connect - Were the Vikings traders or raiders? End of unit assessment including: <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	Demonstrate and Connect - How would you resolve the issues Edward's death caused for England? Demonstrate and Connect - Who was better prepared for battle? End of unit assessment including: <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	Demonstrate and Connect - Did the people of England support William? Demonstrate and Connect - Why did William build so many castles? End of unit assessment including: <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	Demonstrate and Connect - What was the Black Death? Demonstrate and Connect - What was the most significant impact of the Black Death? End of unit assessment including: <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	Demonstrate and Connect - What was the most important reason that Henry VIII wanted to change religion? Demonstrate and Connect - Explain why certain people in the 17th century were identified as witches.



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	Chronological knowledge	Historical terms	Using evidence	Interpretations of history	Change and continuity	Cause and consequence	Similarity / Difference	Significance
Mastering	Students can put significant events from the unit of study in chronological order, with a secure knowledge of the wider features and characteristics of the period.	Students can use a wide variety of key historical terminology and specialist terms, specific to the unit of study, in the correct context.	Students can understand how different sources are used and which are the most useful using Content, Context and Comment. Students can create relevant, structured and evidentially supported arguments and accounts, to reach a justified judgement.	Students can state how and why contrasting arguments and interpretations of the past have been created, using contextual knowledge and evaluating the views presented.	Students can identify and explain change and continuity within and across time periods, showing a good knowledge and understanding of key features of the time periods.	Students can explain reasons for, and results of, historical events, situations and changes, showing a good knowledge and understanding of key features of the time periods.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies, showing a good knowledge and understanding of key features of the time periods.	Students can explain the significance and analyse the importance of events, people and developments in their context and in the present.
Advancing	Students can put significant events from the unit of study in chronological order, with a basic knowledge of the wider features and characteristics of the period.	Students can use a wide variety of key historical terminology, specific to the unit of study, in the correct context.	Students can understand how different sources are used and can show an understanding of the use of Content, Context and Comment. Students can create relevant, structured and evidentially supported arguments and accounts to reach a judgement.	Students can state how and why contrasting arguments and interpretations of the past have been created, using contextual knowledge.	Students can identify and explain change and continuity within and across time periods, showing an understanding of key features of the time periods.	Students can explain reasons for, and results of, historical events, situations and changes, showing an understanding of key features of the time periods.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies, showing an understanding of key features of the time periods.	Students can explain the significance and begin to analyse the importance of events, people and developments in their context and in the present.
Securing	Students can put significant events from the unit of study in chronological order and can show a secure knowledge of the context of events.	Students can use a good variety of key historical terminology in the correct context.	Students can understand how different sources are used. Students can create relevant, structured and evidentially supported arguments and accounts.	Students can state how and why contrasting arguments and interpretations of the past have been created.	Students can identify and explain change and continuity within and across time periods.	Students can explain reasons for, and results of, historical events, situations and changes.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can explain the significance of events, people and developments in their context and in the present.
Developing	Students can put many significant events from the unit of study in chronological order and can show some knowledge of the context of events.	Students can use a variety of key historical terminology in the correct context.	Students can show how different sources may be used. Students can create relevant arguments and accounts supported with evidence.	Students can state how contrasting arguments and interpretations of the past have been created.	Students can identify and begin to explain change and continuity within and across time periods.	Students can begin to explain reasons for, and results of, historical events, situations and changes.	Students can begin to explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can briefly explain the significance of events, people and developments in their context and in the present.

Emerging	Students can identify significant events from the unit of study and can show some knowledge of the context of events.	Students can use a variety of key historical terminology.	Students can give examples of different sources. Students can state arguments and accounts, supported with some evidence.	Students can identify different arguments and interpretations of the past.	Students can identify change and continuity within and across time periods.	Students can identify reasons for, and results of, historical events, situations and changes.	Students can identify diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can begin to explain the significance of events, people and developments.
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The Movement of People and Goods / Culture and Praxis

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
How did enslaved people feel?	Why are we called the Black Country?	Why do some people around the world not like Britain?	Where do we come from?	Why is Birmingham famous for the Balti?	Who sank the Titanic?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>What was Africa like before the European arrivals?</p> <ul style="list-style-type: none"> Examine three different West African kingdoms, looking at their trade, economy, society and culture before European influence before rating how powerful these kingdoms were in order to understand that they did not need outside influence and that European views of the African continent were incorrect. <p>What was the British perspective on trade with Africa?</p> <ul style="list-style-type: none"> Examine what the western world thought Africa was like during the Medieval period and how different monarchs influenced trade, with a focus on enslaved people, before making a judgement on what the British perspective was on trade with Africa. <p>How was the trade of enslaved people developed?</p> <ul style="list-style-type: none"> Overview of Triangular Trade before giving more detail into the three stages before examining the consequences of the development of trading enslaved people. 	<p>What is the Black Country?</p> <ul style="list-style-type: none"> Analyse a map of the area before exploring the development of the Black Country and, more specifically, how Wolverhampton developed and its role in the Black Country (looking at the engravings on the front of Lloyd's Bank in town that shows the History of Wolverhampton from agricultural to industrial). <p>How did the Black Country develop?</p> <ul style="list-style-type: none"> Investigate the causes of the Industrial Revolution by looking at the six Ms (money, man power, markets, machines, materials, mindset) and answering questions. <p>What was it like to live and work in the Black Country?</p> <ul style="list-style-type: none"> Analyse sources of what it was like to live in the Black Country before writing a PEE paragraph about what they think life in the Black Country was like. <p>What was life like in the coal mines?</p> <ul style="list-style-type: none"> Analysis of a map of the collieries in the Black Country and the reasons for their expansion. Exploration of the Rounds Green New Colliery disaster in Oldbury before writing a PEEL paragraph about whether the 	<p>Why did Britain want an Empire?</p> <ul style="list-style-type: none"> Define what an empire is before identifying and analysing the reasons why Britain had an empire. <p>What was Australia like before the Empire?</p> <ul style="list-style-type: none"> Examine the culture, lifestyle and beliefs of indigenous Australians before analysing the differences in culture through the interpretation of an indigenous person. <p>What was Australia like as part of the British Empire?</p> <ul style="list-style-type: none"> Create a timeline of the British Empire's first involvement in Australia then analyse and rank the changes the British Empire made to Australia and examine the legacy of the British Empire in Australia. <p>What was the Scramble for Africa?</p> <ul style="list-style-type: none"> Outline the importance of the Berlin Conference and Africa's appeal to European countries before explaining Britain's role in the 'Scramble for Africa'. <p>How did Africa gain independence from the British Empire?</p> <ul style="list-style-type: none"> Outline the extent of the British Empire in Africa at the start of the 	<p>Where did early migrants and settlers come from?</p> <ul style="list-style-type: none"> Outline the groups that first migrated to the British Isles and explain the 'push and pull' factors that led these groups to settle in Britain. <p>Were the Anglo-Saxons invaders or the founders of England?</p> <ul style="list-style-type: none"> Outline why the Angles and the Saxons came to Britain and explain how they changed Britain. Use what is learned to argue whether the Anglo-Saxons were invaders or founders of England. <p>Were the Vikings murderous invaders or peaceful settlers?</p> <ul style="list-style-type: none"> Explain who the Vikings were, where they came from and the impact they had on England. Analyse a historian's interpretation to form an interpretation of whether the Vikings were 'murderous invaders' or 'peaceful settlers'. <p>Why did the Jews migrate to England?</p> <ul style="list-style-type: none"> Explain why the Jews migrated to England over the centuries and what it was like for them to live in England, using sources and interpretations to 	<p>What is the history of Birmingham?</p> <ul style="list-style-type: none"> <p>What caused Birmingham's population to grow in the 1800s?</p> <ul style="list-style-type: none"> <p>Why did the population of Birmingham change in the mid 1900s?</p> <ul style="list-style-type: none"> <p>What can we learn from the case of George Edalji?</p> <ul style="list-style-type: none"> <p>What is the importance of the Balti to Birmingham?</p> <ul style="list-style-type: none"> <p>Why did South Asian people migrate to Birmingham after World War II?</p> <ul style="list-style-type: none"> <p>How did South Asian people settle in Birmingham?</p> <ul style="list-style-type: none"> <p>Which other people migrated to Birmingham?</p> <ul style="list-style-type: none"> <p>How else did immigration affect</p>	<p>What was the Titanic?</p> <ul style="list-style-type: none"> <p>How was the Titanic built?</p> <ul style="list-style-type: none"> <p>What was the Black Country connection to the Titanic?</p> <ul style="list-style-type: none"> <p>What was it like aboard the Titanic?</p> <ul style="list-style-type: none"> <p>What happened on 14 April 1912?</p> <ul style="list-style-type: none"> <p>What part did Captain Smith play in the Titanic sinking?</p> <ul style="list-style-type: none"> <p>What part did the builders and engineers play in the Titanic sinking?</p> <ul style="list-style-type: none"> <p>What part did Bruce Ismay play in the Titanic sinking?</p> <ul style="list-style-type: none"> <p>What part did the crew play in the Titanic sinking?</p> <ul style="list-style-type: none"> <p>Who sank the Titanic?</p>

<p>What was the experience of enslaved people during the Middle Passage? <ul style="list-style-type: none"> • More detailed overview of the Middle Passage before completing a source analysis of a transport ship cross section. Reading narratives of different enslaved people and summarising their experiences and feelings. </p> <p>What was life like for the enslaved in the British colonies? <ul style="list-style-type: none"> • Definitions of house slaves and field hands before examining and comparing their roles through reading enslaved narratives. </p> <p>What was life like for the enslaved in Britain? <ul style="list-style-type: none"> • Examine the experience of the enslaved in Britain through exploring how they were objectified, whether everyone was open to the enslaved being in Britain (George Hibbert who wasn't and Granville Sharp who was). </p> <p>How did the enslaved resist slavery? <ul style="list-style-type: none"> • Read through information on nine types of slave resistance then evaluate their effectiveness </p> <p>What was the Underground Railway? <ul style="list-style-type: none"> • Explain what the Underground Railroad was and who Harriet Tubman was. Then to take part in a decision making game. </p> <p>How significant was Olaudah Equiano? <ul style="list-style-type: none"> • Guided reading of Olaudah Equiano's life - including passages from his book. Discussion of what is included in the book and the impact it had on people wanting to abolish slavery before answering questions about the significance of Olaudah Equiano. </p> <p>How did public opinion change</p>	<p>coal mines were a good place to work.</p> <p>How did steam power change the Black Country? <ul style="list-style-type: none"> • Outline how steam engines work and explain who Thomas Newcomen was and how steam power changed life in the mines. </p> <p>What was the experience of those who worked in factories? <ul style="list-style-type: none"> • Explain the changes to working (into factories) before looking at how children were treated in factories and decide what they would include in the 1832 Factories Act before comparing their acts to the actual Act. Analyse two sources and attempt to assess the usefulness of the sources for an investigation into factory conditions for children in the years before 1850. </p> <p>How did the Industrial Revolution impact on transport? <ul style="list-style-type: none"> • Identify the changes to transport as a result of the Industrial Revolution before explaining the advantages and disadvantages. Argue what the most important transport development was during the Industrial Revolution. </p> <p>What was the impact of the Industrial Revolution on towns? <ul style="list-style-type: none"> • Guided reading on the condition of the town and cities during the Industrial Revolution then explain the impact of the Industrial Revolution on towns. </p> <p>To what extent was the Industrial Revolution good for England? <ul style="list-style-type: none"> • Examine and debate the pros and cons of the Industrial Revolution. Analyse a Historian's interpretation of the IR and debate it to come to a conclusion of how good the Industrial Revolution was for England. </p> <p>How did people try to fix the problems of the Industrial Revolution? <ul style="list-style-type: none"> • Describe the problems caused by </p>	<p>twentieth century and explain the impact of the British Empire's decline on Africa by looking at factors, including how Kenya gained independence.</p> <p>Why did Britain gain control of India? <ul style="list-style-type: none"> • Explain how the British Empire gained control of India before illustrating the reason that India was so valuable for the British Empire. Analyse the changes the British Empire brought to India and whether they were changes that were positive or negative for India. </p> <p>How did India gain independence from the British Empire? <ul style="list-style-type: none"> • Analyse the reasons that India gained independence from the British Empire, with a focus on the role of Mohandas Gandhi, and argue what the biggest reason for Indian independence was. </p> <p>How did people resist colonisation? <ul style="list-style-type: none"> • Identify where and how British colonisation was resisted before explaining how and why people resisted colonisation. </p> <p>Why did the British Empire fall? <ul style="list-style-type: none"> • Analyse the factors that led to the fall of the British Empire and the impact it had on its colonies. </p> <p>What is the legacy of the British Empire? <ul style="list-style-type: none"> • Students to make their overall judgement using evidence from previous lessons </p>	<p>gain insight.</p> <p>Which other groups migrated to England due to religion? <ul style="list-style-type: none"> • Outline the religious changes in the sixteenth century and analyse the migration of two specific groups, the Huguenots and the Puritans, comparing and contrasting their experiences. </p> <p>What was life like for Irish migrants to Britain in the 19th Century? <ul style="list-style-type: none"> • Examine the consequences of the Irish Potato by examining sources and how they led to the migration of Irish people to Britain. Explain how far Irish migrants were accepted by British people in areas such as Glasgow, Manchester, Liverpool and London. </p> <p>What was life like for West Indians in Britain? <ul style="list-style-type: none"> • Explain the 'push and pull' factors that made people leave the Caribbean and migrate to Britain. Examine the political reaction to the West Indian migration and how far the British people agreed or disagreed with the political reaction by examining primary sources. </p> <p>What did membership to the EEC and EU mean for migration to Britain? <ul style="list-style-type: none"> • </p> <p>Why did people seek refuge in Britain in the modern period? <ul style="list-style-type: none"> • </p> <p>How have migrants changed Britain? <ul style="list-style-type: none"> • Students to make their overall judgement using evidence from previous lessons </p>	<p>Birmingham? (music) <ul style="list-style-type: none"> • </p> <p>Why is Birmingham famous for the Balti? <ul style="list-style-type: none"> • Students to make their overall judgement using evidence from previous lessons </p>	<ul style="list-style-type: none"> • Students to make their overall judgement using evidence from previous lessons
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<p>against the trade of enslaved Africans?</p> <ul style="list-style-type: none"> ● Explore the definitions of key people who wanted to keep or abolish enslavement then discuss who would support or oppose slavery. Arguments made to support/oppose the trade should then be discussed before writing a paragraph about why it was difficult for abolitionists to convince others to end enslavement. <p>What ended the trade of enslaved people in Britain?</p> <ul style="list-style-type: none"> ● Examine the factors that led to the abolition of slavery by examining the Somerset v Stewart case, the Zong massacre, the publication of enslaved narratives and the Haitian/Jamaican rebellions. <p>What is the legacy of the enslavement in Britain?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 	<p>the Industrial Revolution before examining three reformers (Dickens/Fry/Owens) and explaining how and why they tried to fix the issues of the Industrial Revolution before evaluating their roles.</p> <p>What is the lasting impact of the Industrial Revolution on Wolverhampton?</p> <ul style="list-style-type: none"> ● Analyse the Black Country flag before looking at the different places in Wolverhampton we still have thanks to the Industrial Revolution before completing an extended piece of writing about the impact on Wolverhampton and the Black Country was. <p>Why are we called the Black Country?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 				
<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>	<p>Skills & Procedural Knowledge</p>
<p>Analysing sources using Context, Content, Comment, Link.</p> <p>Creation of timelines.</p> <p>Analysing historical interpretations and accounts.</p> <p>Develop historical empathy.</p> <p>Writing in PEEL paragraphs.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Investigate historical artefacts.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Writing in PEEL paragraphs.</p> <p>Analysing historical interpretations and accounts.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Writing in PEEL paragraphs.</p> <p>Analysing historical interpretations and accounts.</p> <p>Investigate historical artefacts.</p> <p>Creation of timelines.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Analysing factors.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Creation of timelines.</p> <p>Analysing factors.</p> <p>Analysing historical interpretations and accounts.</p> <p>Writing in PEEL paragraphs.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>
<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>	<p>Key Assessment Task (KAT)</p>
<p>Demonstrate and Connect - What</p>	<p>Demonstrate and Connect - What</p>	<p>Demonstrate and Connect - What</p>	<p>Demonstrate and Connect - Were the</p>	<p>Demonstrate and Connect -</p>	<p>Demonstrate and Connect -</p>

<p>was the British perspective on trade with Africa?</p> <p>Demonstrate and Connect - How significant was Olaudah Equiano?</p>	<p>caused the Industrial Revolution?</p> <p>Demonstrate and Connect - "The most important development in the transport revolution was the invention of the railways." Do you agree?</p>	<p>was Britain's role in the Scramble for Africa?</p> <p>Demonstrate and Connect - How did India gain independence?</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	<p>Vikings murderous invaders or peaceful settlers?</p> <p>Demonstrate and Connect - What did membership to the EEC and EU mean for migration to Britain?</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	<p>Demonstrate and Connect -</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL) 	<p>Demonstrate and Connect -</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph ● Source analysis (CCCL) ● Importance of sources (CCCL)
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At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

	Chronological knowledge	Historical terms	Using evidence	Interpretations of history	Change and continuity	Cause and consequence	Similarity / Difference	Significance
Mastering	Students can put significant events from the unit of study in chronological order, with a secure knowledge of the wider features and characteristics of the period.	Students can use a wide variety of key historical terminology and specialist terms, specific to the unit of study, in the correct context.	Students can understand how different sources are used and which are the most useful using Content, Context and Comment. Students can create relevant, structured and evidentially supported arguments and accounts, to reach a justified judgement.	Students can state how and why contrasting arguments and interpretations of the past have been created, using contextual knowledge and evaluating the views presented.	Students can identify and explain change and continuity within and across time periods, showing a good knowledge and understanding of key features of the time periods.	Students can explain reasons for, and results of, historical events, situations and changes, showing a good knowledge and understanding of key features of the time periods.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies, showing a good knowledge and understanding of key features of the time periods.	Students can explain the significance and analyse the importance of events, people and developments in their context and in the present.
Advancing	Students can put significant events from the unit of study in chronological order, with a basic knowledge of the wider features and characteristics of the period.	Students can use a wide variety of key historical terminology, specific to the unit of study, in the correct context.	Students can understand how different sources are used and can show an understanding of the use of Content, Context and Comment. Students can create relevant, structured and evidentially supported arguments and accounts to reach a judgement.	Students can state how and why contrasting arguments and interpretations of the past have been created, using contextual knowledge.	Students can identify and explain change and continuity within and across time periods, showing an understanding of key features of the time periods.	Students can explain reasons for, and results of, historical events, situations and changes, showing an understanding of key features of the time periods.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies, showing an understanding of key features of the time periods.	Students can explain the significance and begin to analyse the importance of events, people and developments in their context and in the present.
Securing	Students can put significant events from the unit of study in chronological order and can show a secure knowledge of the context of events.	Students can use a good variety of key historical terminology in the correct context.	Students can understand how different sources are used. Students can create relevant, structured and evidentially supported arguments and accounts.	Students can state how and why contrasting arguments and interpretations of the past have been created.	Students can identify and explain change and continuity within and across time periods.	Students can explain reasons for, and results of, historical events, situations and changes.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can explain the significance of events, people and developments in their context and in the present.
Developing	Students can put many significant events from the unit of study in chronological order and can show some knowledge of the context of events.	Students can use a variety of key historical terminology in the correct context.	Students can show how different sources may be used. Students can create relevant arguments and accounts supported with evidence.	Students can state how contrasting arguments and interpretations of the past have been created.	Students can identify and begin to explain change and continuity within and across time periods.	Students can begin to explain reasons for, and results of, historical events, situations and changes.	Students can begin to explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can briefly explain the significance of events, people and developments in their context and in the present.

Emerging	Students can identify significant events from the unit of study and can show some knowledge of the context of events.	Students can use a variety of key historical terminology.	Students can give examples of different sources. Students can state arguments and accounts, supported with some evidence.	Students can identify different arguments and interpretations of the past.	Students can identify change and continuity within and across time periods.	Students can identify reasons for, and results of, historical events, situations and changes.	Students can identify diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can begin to explain the significance of events, people and developments.
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At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Power and Conflict

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
How did doctors learn to treat illness?	Should the Death Penalty have been abolished?	Why do some groups become terrorists?	How did women get the right to vote?	How did war shape the Twentieth Century?	How did Mala Tribich survive the Holocaust?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>How much medical progress did ancient Greece and Rome make?</p> <ul style="list-style-type: none"> Describe what medicine was like in ancient Greece and Rome, focussing on the impact of key individuals such as Hippocrates and Galen. Argue how much medical progress was made by the ancient Greeks and Romans. <p>What did people think about where disease came from in medieval Britain?</p> <ul style="list-style-type: none"> Identify the power of the Church in Medieval Britain, including the ways that the Church controlled ideas of where disease came from. Explore the different Medieval ideas about where disease came from and differentiate between rational and supernatural beliefs of where disease came from in Medieval Britain. <p>How much progress was there in how Medieval people tried to prevent and cure diseases?</p> <ul style="list-style-type: none"> Outline what Medieval people had to prevent and cure disease, and explain and analyse the effectiveness of the different Medieval 'cures'. Argue how 	<p>What punishments have been used throughout history?</p> <ul style="list-style-type: none"> Define capital and corporal punishments and begin to examine historical and modern examples of both. <p>How was capital punishment carried out?</p> <ul style="list-style-type: none"> Identify and explain different forms of capital punishment used throughout history around the world. Examine the reasons for the use of capital punishment. <p>How was capital punishment carried out in Early Modern England?</p> <ul style="list-style-type: none"> Outline the importance of Tyburn in Early Modern English capital punishment. Explain how capital punishment was carried out in the case of Thomas Cox and argue whether Thomas Cox should/not have received capital punishment for his crimes. <p>How did the public feel about capital punishment in the Early Modern Era?</p> <ul style="list-style-type: none"> Analyse an image of the crowd at Tyburn to begin to understand the atmosphere at public executions. Create a broadside for the execution of Thomas Cox to explain how the 	<p>What is terrorism?</p> <ul style="list-style-type: none"> Define terrorism and explain its different forms. Examine the reasons why some people become terrorists. <p>What was the Gunpowder Plot?</p> <ul style="list-style-type: none"> Outline the events of the 5th November 1605. Analyse the causes and consequences of the Gunpowder Plot. <p>Why did the Gunpowder Plotters become terrorists?</p> <ul style="list-style-type: none"> Analyse historical interpretations regarding whether the Gunpowder Plotters should be seen as terrorists before arguing what type of terrorism the attempted plot should be seen as. <p>What happened in Tulsa, Oklahoma in 1921?</p> <ul style="list-style-type: none"> Outline the events and aftermath of the Greenwood Massacre and create a newspaper article to explain what took place. <p>Why did the KKK become terrorists?</p> <ul style="list-style-type: none"> Outline who the Ku Klux Klan are before analysing historical sources about the aims of the KKK. Argue why the KKK became terrorists. 	<p>What was life like for women in the 1800s?</p> <ul style="list-style-type: none"> Identify what life was like for women during the 1800s and describe women's work, political, legal and social lives in the period. Explain how the term suffrage fit into women's lives during the 1800s. <p>Who campaigned for women's suffrage?</p> <ul style="list-style-type: none"> Describe the actions of the Suffragists and the Suffragettes and identify the differences between the two groups. Explain the contribution both groups made to women getting the vote. <p>How did women use propaganda to campaign for suffrage?</p> <ul style="list-style-type: none"> Analyse sources to understand the Suffragette campaign. Argue how useful sources are to help us understand the Suffragette campaign. <p>How did women use hunger strikes to campaign for suffrage?</p> <ul style="list-style-type: none"> Describe the events of the Suffragettes on hunger strike and explain the impact of the government's policy of force feeding had on Suffragette prisoners. 	<p>What was the world like before 1914?</p> <ul style="list-style-type: none"> Describe what life was like in Britain in the early 1900s. Compare life in Britain in the 1900s to life today. <p>How did World War I break out?</p> <ul style="list-style-type: none"> Identify the four M.A.I.N. long term causes of the outbreak of World War One. Analyse interpretations about the outbreak of World War I. <p>How was World War I fought?</p> <ul style="list-style-type: none"> Label the areas of a trench and explain what life was like in the trenches. Rank the challenges faced by soldiers in the trenches. <p>How did World War I shape life in Britain?</p> <ul style="list-style-type: none"> Analyse primary sources from the Home Front to gain an understanding of how World War I shaped life in Britain. Argue how far life was changed in Britain by World War I. <p>What were the outcomes of World War I?</p> <ul style="list-style-type: none"> Identify how World War I ended and predict then explain the terms of the Treaty of Versailles. Evaluate whether the terms of the Treaty of 	<p>What was the Holocaust?</p> <ul style="list-style-type: none"> <p>What was Jewish life like before World War Two?</p> <ul style="list-style-type: none"> <p>Who is Mala Tribich?</p> <ul style="list-style-type: none"> <p>What was life like for Jews once the Nazis took power?</p> <ul style="list-style-type: none"> <p>What were ghettos?</p> <ul style="list-style-type: none"> <p>What was the Final Solution?</p> <ul style="list-style-type: none"> <p>What was it like in a concentration camp?</p> <ul style="list-style-type: none"> <p>Was it just the Jews who were persecuted?</p> <ul style="list-style-type: none"> <p>Was there any opposition to the Nazis?</p> <ul style="list-style-type: none"> <p>Did Britain do enough to challenge</p>

<p>much medical progress there was in the Medieval era.</p> <p>Why was there greater medical progress between 1500 and 1700?</p> <ul style="list-style-type: none"> ● Outline what the Renaissance was and determine the medical progress that was made during the period. Argue which factor had the greatest impact on medical progress during the Renaissance. <p>Why did ideas about causes of disease change between 1500 and 1700?</p> <ul style="list-style-type: none"> ● Recap the 'scientific method' on the Renaissance before examining two individuals/groups that embodied this approach and changed ideas about the causes of disease - Thomas Sydenham and the Royal Society. Rate the impact of Sydenham and the Royal Society on the ideas about the cause of disease. <p>How did ideas about the cause of disease change between 1700 - 1900?</p> <ul style="list-style-type: none"> ● Outline the Theory of Spontaneous Generation and analyse the impact of the two scientists, Pasteur and Koch, who proved the theory wrong. Decide which factors helped change ideas about the cause of disease. <p>How did ideas about the cause of disease change after 1900?</p> <ul style="list-style-type: none"> ● Identify how DNA was discovered and analyse how the discovery was made possible. Assess how ideas about the cause of disease changed after 1900 as a result of the progress made in science and technology. <p>How far did treatment advance in the 20th century?</p> <ul style="list-style-type: none"> ● Explain the advancements made in treatments in the twentieth century, including magic bullets and the 	<p>public felt about capital punishment in the Early Modern Era.</p> <p>How was capital punishment carried out in England in the Modern Era?</p> <ul style="list-style-type: none"> ● Identify when public executions stopped in England and examine one of the last public executions in England, that of Derek Bentley. Explain how capital punishment was carried out in the case of Bentley and argue whether Bentley should have received such punishment. <p>How did the English public feel about capital punishment in the Modern Era?</p> <ul style="list-style-type: none"> ● Identify how the English public felt about capital punishment in the Modern Era and outline the reasons why public attitudes began to change (declining trend in accusations, Second World War, high profile cases and miscarriages of justice). Create a letter to the Home Secretary to argue the case for the abolition of capital punishment. <p>Why was there a change in public opinion about capital punishment?</p> <ul style="list-style-type: none"> ● Identify reasons for and against the use of capital punishment. Analyse which factors led to the change in public opinion towards capital punishment and argue which was the most important for changing public opinion. <p>Why does America still use capital punishment?</p> <ul style="list-style-type: none"> ● Outline what happens when someone is sentenced to capital punishment in America (placement on death row) before examining two opposing viewpoints of American people about the use of capital punishment. Analyse the case of Troy Davis and what issues his case highlights. <p>How is capital punishment carried out in other countries?</p> <ul style="list-style-type: none"> ● Identify the different countries that still use capital punishment and the methods they use before analysing modern case studies of capital 	<p>What were the Troubles?</p> <ul style="list-style-type: none"> ● Outline what the Troubles were and create a timeline of the events that took place in Ireland during the period. <p>Why did the IRA become terrorists?</p> <ul style="list-style-type: none"> ● Describe the reasons that the Irish Republican Army became terrorists through explaining their aims and motivations. Argue why the IRA became terrorists. <p>What happened on 11th September, 2001?</p> <ul style="list-style-type: none"> ● Outline the events of the 11th September, 2001 and explain the consequences of the attack on America. <p>Why did Al-Qaeda become terrorists?</p> <ul style="list-style-type: none"> ● Outline who Al-Qaeda are before analysing and arguing the reasons that they became terrorists. <p>Why do some people become terrorists?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 	<p>What was the Cat and Mouse Act?</p> <ul style="list-style-type: none"> ● Describe the events that led to the Cat and Mouse Act. Analyse the usefulness of sources about the Act and determine who made them. <p>Was Emily Davison's death an accident, or was it suicide?</p> <ul style="list-style-type: none"> ● Identify how Emily Davison died and use evidence to support or oppose different historians' interpretations before making a judgement on whether Davison's death was an accident or suicide. <p>What was the role of women during the First World War?</p> <ul style="list-style-type: none"> ● Identify the role women played during World War One and describe the different jobs women did. Explain and provide evidence of how important the role of women was for the war effort. <p>Why do historians have different views of the suffrage movement?</p> <ul style="list-style-type: none"> ● Analyse different historians' views of the suffrage movement. Create a historical interpretation of the steps women took to gain the vote. <p>Why did women get the vote in 1918?</p> <ul style="list-style-type: none"> ● Identify and describe the reasons women were granted suffrage. Explain the main reason that women gained suffrage in 1918. <p>How did women get the right to vote?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 	<p>Versailles were fair.</p> <p>What was Britain like to live in through the Interwar Years?</p> <ul style="list-style-type: none"> ● Identify the changes Britain went through in the Interwar years. Analyse primary sources regarding the different changes Britain saw and sort them into different categories. Argue whether living in Britain during the Interwar years was a positive or negative experience. <p>How did World War II break out?</p> <ul style="list-style-type: none"> ● Outline the feelings of the German people after World War I. Analyse the reasons for the outbreak of World War II and argue which reason was the most important for the outbreak. <p>How was World War II fought?</p> <ul style="list-style-type: none"> ● <p>How did World War II shape life in Britain?</p> <ul style="list-style-type: none"> ● Outline the challenges faced on the Home Front during World War II and explain how they changed life in Britain. Analyse and rank the impacts of World War II on the Home Front to decide on the most significant impact. <p>What social change did Britain experience after World War II?</p> <ul style="list-style-type: none"> ● <p>How did conflict between nation states evolve following World War II?</p> <ul style="list-style-type: none"> ● <p>How did war shape the twentieth century?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 	<p>the Nazis?</p> <ul style="list-style-type: none"> ● <p>How did the Holocaust end?</p> <ul style="list-style-type: none"> ● <p>Does history repeat itself?</p> <ul style="list-style-type: none"> ●
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<p>development of the NHS. Analyse the advancements made to come to a conclusion regarding how far treatment advanced.</p> <p>Did the NHS transform medicine in Britain?</p> <ul style="list-style-type: none"> ● Outline how the National Health Service was created and illustrate how the NHS was put into practice before analysing the impact of the NHS on sections of society, such as children and women. Argue whether the NHS transformed medicine in Britain. <p>How quickly did ideas about causes of disease change and why did ideas change over time?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 	<p>punishment and considering why they received this punishment and what injustices were highlighted.</p> <p>Should capital punishment be abolished all over the world?</p> <ul style="list-style-type: none"> ● Students to make their overall judgement using evidence from previous lessons 				
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<p>Writing in PEEL paragraphs.</p> <p>Analysing factors.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Analysing historical interpretations and accounts.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Writing in PEEL paragraphs.</p> <p>Analysing factors.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Analysing historical interpretations.</p> <p>Writing in PEEL paragraphs.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Creation of timelines.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Analysing historical interpretations.</p> <p>Writing in PEEL paragraphs.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Creation of timelines.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Analysing historical interpretations and accounts.</p> <p>Writing in PEEL paragraphs.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>	<p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.</p>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Demonstrate and Connect - How much medical progress was made in Medieval Britain?</p> <p>Demonstrate and Connect - How did ideas about the cause of disease change after 1900?</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between 	<p>Demonstrate and Connect - Why were methods of capital punishment chosen?</p> <p>Demonstrate and Connect - Which factor was the most important for changing public opinion towards capital punishment?</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task 	<p>Demonstrate and Connect - Why did the Gunpowder Plotters become terrorists?</p> <p>Demonstrate and Connect - What happened on 11th September, 2001?</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) 	<p>Demonstrate and Connect - How useful is Source C in telling us about the Suffragette campaign?</p> <p>Demonstrate and Connect - What was the main reason that women achieved suffrage in 1918?</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> ● 10 knowledge questions ● Chronology task ● Explaining links between events 	<p>Demonstrate and Connect - Why can't Historians agree on who, or what, caused World War I?</p> <p>Demonstrate and Connect - How did the Second World War break out?</p>	<p>Demonstrate and Connect -</p> <p>Demonstrate and Connect -</p>

<p>events (cause and consequence)</p> <ul style="list-style-type: none">● PEEL paragraph● Source analysis (CCCL)● Importance of sources (CCCL)	<p>● Explaining links between events (cause and consequence)</p> <ul style="list-style-type: none">● PEEL paragraph● Source analysis (CCCL)● Importance of sources (CCCL)	<ul style="list-style-type: none">● PEEL paragraph● Source analysis (CCCL)● Importance of sources (CCCL)	<p>(cause and consequence)</p> <ul style="list-style-type: none">● PEEL paragraph● Source analysis (CCCL)● Importance of sources (CCCL)		
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At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

	Chronological knowledge	Historical terms	Using evidence	Interpretations of history	Change and continuity	Cause and consequence	Similarity / Difference	Significance
Mastering	Students can put significant events from the unit of study in chronological order, with a secure knowledge of the wider features and characteristics of the period.	Students can use a wide variety of key historical terminology and specialist terms, specific to the unit of study, in the correct context.	Students can understand how different sources are used and which are the most useful using Content, Context and Comment. Students can create relevant, structured and evidentially supported arguments and accounts, to reach a justified judgement.	Students can state how and why contrasting arguments and interpretations of the past have been created, using contextual knowledge and evaluating the views presented.	Students can identify and explain change and continuity within and across time periods, showing a good knowledge and understanding of key features of the time periods.	Students can explain reasons for, and results of, historical events, situations and changes, showing a good knowledge and understanding of key features of the time periods.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies, showing a good knowledge and understanding of key features of the time periods.	Students can explain the significance and analyse the importance of events, people and developments in their context and in the present.
Advancing	Students can put significant events from the unit of study in chronological order, with a basic knowledge of the wider features and characteristics of the period.	Students can use a wide variety of key historical terminology, specific to the unit of study, in the correct context.	Students can understand how different sources are used and can show an understanding of the use of Content, Context and Comment. Students can create relevant, structured and evidentially supported arguments and accounts to reach a judgement.	Students can state how and why contrasting arguments and interpretations of the past have been created, using contextual knowledge.	Students can identify and explain change and continuity within and across time periods, showing an understanding of key features of the time periods.	Students can explain reasons for, and results of, historical events, situations and changes, showing an understanding of key features of the time periods.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies, showing an understanding of key features of the time periods.	Students can explain the significance and begin to analyse the importance of events, people and developments in their context and in the present.
Securing	Students can put significant events from the unit of study in chronological order and can show a secure knowledge of the context of events.	Students can use a good variety of key historical terminology in the correct context.	Students can understand how different sources are used. Students can create relevant, structured and evidentially supported arguments and accounts.	Students can state how and why contrasting arguments and interpretations of the past have been created.	Students can identify and explain change and continuity within and across time periods.	Students can explain reasons for, and results of, historical events, situations and changes.	Students can explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can explain the significance of events, people and developments in their context and in the present.
Developing	Students can put many significant events from the unit of study in chronological order and can show some knowledge of the context of events.	Students can use a variety of key historical terminology in the correct context.	Students can show how different sources may be used. Students can create relevant arguments and accounts supported with evidence.	Students can state how contrasting arguments and interpretations of the past have been created.	Students can identify and begin to explain change and continuity within and across time periods.	Students can begin to explain reasons for, and results of, historical events, situations and changes.	Students can begin to explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can briefly explain the significance of events, people and developments in their context and in the present.

Emerging	Students can identify significant events from the unit of study and can show some knowledge of the context of events.	Students can use a variety of key historical terminology.	Students can give examples of different sources. Students can state arguments and accounts, supported with some evidence.	Students can identify different arguments and interpretations of the past.	Students can identify change and continuity within and across time periods.	Students can identify reasons for, and results of, historical events, situations and changes.	Students can identify diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.	Students can begin to explain the significance of events, people and developments.
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