



Core Aim

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

Curriculum Vision

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

Curriculum Plans & Progress Ladders

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



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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 to 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 Man. 	<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 list of Anglo-Saxon words to find 	<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 how he would be feeling at the start 	<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 the questions that were actually 	<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. 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> <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 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 structure and role of the church, as well as the belief in the Seven Deadly Sins, Heaven, Purgatory and Hell, including 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 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

<p>How do we write like a historian?</p> <ul style="list-style-type: none"> Develop skills of analysing and writing an interpretation, using the knowledge gained of the Tollund Man. <p>How do we find research?</p> <ul style="list-style-type: none"> Introduction to a variety of historical sources (textbooks/recommended websites/horrible histories). <p>How do we present our research?</p> <ul style="list-style-type: none"> Explore the idea of plagiarism and how to refer to research. 	<p>Anglo-Saxon settlements and analyse why the settlers chose those places.</p> <p>Who were the Vikings?</p> <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>Why did the Vikings travel so far?</p> <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>Were the Vikings traders or raiders?</p> <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>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?</p> <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>Who was better prepared for the Battle of Hastings?</p> <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>What happened at the Battle of Hastings?</p> <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>How did William the Conqueror win the Battle of Hastings?</p> <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>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?</p> <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>How did William change religion in England?</p> <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>How did William change crime and punishment in England?</p> <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>What was the impact of the Black Death?</p> <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>What was the most significant impact of the Black Death?</p> <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>How did the peasants feel after the Black Death?</p> <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>What happened during the Peasants' Revolt?</p> <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>important.</p> <p>How did Henry VIII break from Rome?</p> <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>Why did people believe in witches?</p> <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. Address misconceptions about what a witch looked like. List the ways that witches were spotted. Argue whether religion was the most important reason that people believed in witches. <p>Why did accusations increase in the 17th century?</p> <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>Why did witchcraft accusations decline?</p> <ul style="list-style-type: none"> Explore the reasons that accusations decreased before ranking their importance and explaining the decisions.
<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>Writing in PEEL paragraphs.</p> <p>Analysing historical interpretations.</p> <p>Developing research skills.</p> <p>Developing understanding of</p>	<p>Creation of timelines.</p> <p>Analysing sources using Context, Content, Comment, Link.</p> <p>Investigate historical artefacts.</p> <p>Analysing and creating historical interpretations.</p> <p>Writing in PEEL paragraphs.</p>	<p>Creation of timelines.</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</p>	<p>Writing in PEEL paragraphs.</p> <p>Analysing factors.</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>Writing in PEEL paragraphs.</p> <p>Analyse sources.</p> <p>Develop historical empathy.</p> <p>Analyse historical accounts.</p> <p>Analysing factors.</p> <p>Developing understanding of 'cause</p>	<p>Writing in PEEL paragraphs.</p> <p>Analyse sources.</p> <p>Analysing factors.</p> <p>Analysing historical interpretations.</p> <p>Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and</p>

'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	continuity', 'similarity and difference' and 'significance'.		and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	'significance'.
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Source Interpretation Evidence Historian Chronology	Anglo-Saxons Romans Vikings England	Heir Monarch Normans Claim	Feudal Conquer Harrying Domesday	Black Death Revolt Peasant Plague	Monastery Monk Reformation Nun
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 - How did the Romans change Britain? 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 	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 ● Source analysis (CCCL) ● Importance of sources (CCCL) 	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 	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 ● Source analysis (CCCL) ● Importance of sources (CCCL) 	Demonstrate and Connect - What was the most important reason that Henry VIII wanted to change religion? 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



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	Chronological knowledge	Historical terms	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 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 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 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 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 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.

	Chronological knowledge	Historical terms	Using evidence	Interpretations of history	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 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 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 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 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 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, including first hand narratives, before examining the consequences of the development of trading enslaved 	<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, including the experience of those in the collieries, before writing a PEE paragraph about what they think life in the Black Country was like. <p>What was the experience of those who worked in factories?</p> <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 	<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>What was the Titanic?</p> <ul style="list-style-type: none"> INC BUILDING OF <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> <ul style="list-style-type: none"> Students to make their overall judgement using evidence from previous lessons

<p>people.</p> <p>What was life like for the enslaved?</p> <ul style="list-style-type: none"> • Definitions of house slaves and field hands before examining and comparing their roles through reading enslaved narratives before examining 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>How did the enslaved resist slavery?</p> <ul style="list-style-type: none"> • Read through information on nine types of slave resistance then evaluate their effectiveness <p>How significant was Olaudah Equiano?</p> <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>How did public opinion change 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 	<p>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?</p> <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>What was the impact of the Industrial Revolution on towns?</p> <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>To what extent was the Industrial Revolution good for England?</p> <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>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>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?</p> <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>How did India gain independence from the British Empire?</p> <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>Why did the British Empire fall?</p> <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>gain insight.</p> <p>Which other groups migrated to England due to religion?</p> <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>What was life like for Irish migrants to Britain in the 19th Century?</p> <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>What was life like for West Indians in Britain?</p> <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>What did membership to the EEC and EU mean for migration to Britain?</p> <ul style="list-style-type: none"> • Describe the creation of the European Economic Community and the European Union. Examine the experience of EU migrants in Britain, and the consequences of Brexit, by examining primary sources. 		
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publication of enslaved narratives and the Haitian/Jamaican rebellions.					
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. Creation of timelines. Analysing historical interpretations and accounts. Develop historical empathy. Writing in PEEL paragraphs. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Investigate historical artefacts. Analysing sources using Context, Content, Comment, Link. Writing in PEEL paragraphs. Analysing historical interpretations and accounts. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Writing in PEEL paragraphs. Analysing historical interpretations and accounts. Investigate historical artefacts. Creation of timelines. Analysing sources using Context, Content, Comment, Link. Analysing factors. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Creation of timelines. Analysing factors. Analysing historical interpretations and accounts. Writing in PEEL paragraphs. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Enslaved Middle Passage Transatlantic Trade Plantation Abolition	Industrial Revolution Factory Agriculture Slum	Empire Imperialism Resistance Indigenous Ahimsa	Migration Refugee Inhabit Politics Economy		
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 - How significant was Olaudah Equiano? End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph	Demonstrate and Connect - "The most important development in the transport revolution was the invention of the railways." Do you agree? End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Source analysis (CCCL) ● Importance of sources (CCCL)	Demonstrate and Connect - What was Britain's role in the Scramble for Africa? End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph	Demonstrate and Connect - Were the Vikings murderous invaders or peaceful settlers? End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Source analysis (CCCL) ● Importance of sources (CCCL)	Demonstrate and Connect - Demonstrate and Connect - End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph	Demonstrate and Connect - Demonstrate and Connect - End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Source analysis (CCCL) ● Importance of sources (CCCL)



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	Chronological knowledge	Historical terms	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 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.
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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 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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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 explain the significance and begin to analyse the importance of events, people and developments in their context and in the present.
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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 begin to explain the significance of events, people and developments.



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 far was World War I a 'total war'?	How did women get the right to vote?	How and why did dictators flourish in Europe during the Interwar Years?	Which events turned the tide in the Second World War?	How did Mala Tribich survive the Holocaust?	How were Civil Rights fought for in America?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>Why did an alliance system form amongst the Great Powers?</p> <ul style="list-style-type: none"> Describe the tensions in Europe in 1871. Explain how and why the alliance systems formed before comparing the strengths of the alliances. Analyse interpretations about why the alliance systems formed. <p>What were the long-term causes of World War 1?</p> <ul style="list-style-type: none"> Identify four of the long-term causes for the outbreak of WWI (Militarism, Alliances, Imperialism, Nationalism) and analyse interpretations about the causes of World War One. Argue which long-term cause was the most significant in sparking World War One. <p>What was the 'spark' that started World War 1?</p> <ul style="list-style-type: none"> Outline the effects of nationalism in Europe. Explain how the rise of nationalism led to the assassination of Archduke Franz Ferdinand. Analyse the importance of the assassination as the 'spark' that began World War One. 	<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>Why did Germany lose World War I?</p> <ul style="list-style-type: none"> <p>How fair was the Treaty of Versailles?</p> <ul style="list-style-type: none"> <p>What was the German reaction to the Treaty of Versailles?</p> <ul style="list-style-type: none"> <p>Were the years 1924 - 1929 in Germany the 'Golden Years'?</p> <ul style="list-style-type: none"> <p>What was the impact of the Wall Street Crash on Europe?</p> <ul style="list-style-type: none"> <p>How did Adolf Hitler rise to power in Germany?</p> <ul style="list-style-type: none"> <p>How did Benito Mussolini rise to power in Italy?</p> <ul style="list-style-type: none"> <p>Why did Italy invade Abyssinia?</p> <ul style="list-style-type: none"> 	<p>How did Adolf Hitler break the terms of the Treaty of Versailles?</p> <ul style="list-style-type: none"> AE SOW <p>Why did Neville Chamberlain declare 'peace for our time'?</p> <ul style="list-style-type: none"> <p>Why did Britain eventually declare war against Germany in 1939?</p> <ul style="list-style-type: none"> Oak Academy <p>Was the Battle of Britain a 'turning point' in the Second World War?</p> <ul style="list-style-type: none"> <p>What was the impact of Blitzkrieg on the Home Front?</p> <ul style="list-style-type: none"> <p>Why were the years 1941 - 1942 a pivotal period of the Second World War?</p> <ul style="list-style-type: none"> <p>Why did America enter the Second World War?</p> <ul style="list-style-type: none"> <p>How did the Second World War end?</p> <ul style="list-style-type: none"> 	<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>What were Jim Crow Laws?</p> <ul style="list-style-type: none"> <p>Was 'separate but equal' ever possible?</p> <ul style="list-style-type: none"> <p>What was the impact of Brown vs Board of Education?</p> <ul style="list-style-type: none"> <p>Were the events in Little Rock, Arkansas a success for Civil Rights?</p> <ul style="list-style-type: none"> <p>How significant was the case of Emmett Till?</p> <ul style="list-style-type: none"> <p>What was Rosa Parks' importance to the Civil Rights Movement?</p> <ul style="list-style-type: none"> <p>What was the significance of the Greensboro Sit Ins?</p> <ul style="list-style-type: none"> <p>Which of the leaders of the Civil Rights Movements had the greatest impact?</p> <ul style="list-style-type: none">

<p>How was propaganda used to persuade men to join the British Armed forces?</p> <ul style="list-style-type: none"> ● Identify features of propaganda posters and explain how they were used to persuade men to join the British Armed Forces. Analyse the role of reporting in propaganda. <p>What was life like in the trenches?</p> <ul style="list-style-type: none"> ● Label the parts of a trench and explain what life was like in the trenches by reading first hand accounts. Rank the challenges faced by soldiers and argue what the biggest challenge of life in the trenches. <p>Was the Battle of the Somme a success or a disaster?</p> <ul style="list-style-type: none"> ● Explain what happened at the Battle of the Somme and analyse the role of General Haig. Argue whether the Battle of the Somme was a success or a disaster. <p>What was the impact of World War 1 on the Home Front?</p> <ul style="list-style-type: none"> ● Outline the ways in which the Home Front was impacted during the First World War by looking at the concept of a 'Total War'. Analyse the impact of the First World War on the Home front (U-Boats, Rationing, Zeppelins, Bombing). Evaluate the challenges civilians faced during the First World War. <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 evaluate how important the role of women was for the war effort. 	<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 gain understanding of the death of Davison before making a judgement on whether Davison's death was an accident or suicide. <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>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"> ● 	
<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>Writing in PEEL paragraphs.</p> <p>Analysing factors.</p>	<p>Analysing historical interpretations and accounts.</p> <p>Analysing sources using Context,</p>	<p>Analysing historical interpretations.</p> <p>Writing in PEEL paragraphs.</p>	<p>Analysing historical interpretations.</p> <p>Writing in PEEL paragraphs.</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>

Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Content, Comment, Link. Writing in PEEL paragraphs. Analysing factors. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Analysing sources using Context, Content, Comment, Link. Creation of timelines. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Analysing sources using Context, Content, Comment, Link. Creation of timelines. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Analysing sources using Context, Content, Comment, Link. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Alliance Militarism Imperialism Nationalism Propaganda Total War	Discrimination Equality Franchise Petition Protest Suffrage	Democracy Depression Dictator Facism Interwar Nazism	Blitzkrieg Conscription Invasion Isolationism Luftwaffe Treaty	Antisemitism Concentration Camp Ghetto Holocaust Opposition Persecution	Boycott Civil Rights Jim Crow Laws Racism Segregation Sit in
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 - What was the biggest challenge of life in the trenches? End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Explaining links between events (cause and consequence) ● PEEL paragraph	Demonstrate and Connect - How useful is Source C in telling us about the Suffragette campaign? End of unit assessment including: ● 10 knowledge questions ● Chronology task ● Source analysis (CCCL) ● Importance of sources (CCCL)				



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