



## **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 Creation of Britain

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
What is History?	How did traders and raiders affect Britain?	Why was 1066 such an important year for Britain?	Why were fourteenth century people so unhappy?	How far did England change under the Tudors?	Why does King Charles III have no power today?
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
What is history? What is a historian? How do we talk about history? How do we learn about the past? How do we write like a historian? How do we write like a historian? How do we write like a historian? How do we find research? How do we present our research?	Who were the Romans? How did the Romans change Britain? Why did the Romans leave Britain? Who were the Anglo-Saxons? Where did the Anglo-Saxons settle? Who were the Vikings? Why did the Vikings travel so far? Were the Vikings traders or raiders?	What was England like at the start of 1066? Who had the strongest claim to the throne in 1066? Who won the Battle of Stamford Bridge and why? What happened at the Battle of Hastings? Did the people of England support William as king? How did William control England? Why did William build so many castles? How did William change religion in England?	What were Medieval towns like? What was the Black Death? What were the symptoms of the Black Death? How did medieval people try to cure the Black Death? What were the consequences of the Black Death? Why were the peasants so unhappy after the Black Death? What happened during the Peasants' Revolt? What was the impact of the Peasants' Revolt?	Who should be King of England in 1485? Was King Henry VII a gangster? Why did Henry VIII have so many wives? How significant was King Henry VIII's break with Rome? Was there a mid-Tudor crisis? Did Queen Mary deserve the nickname 'Bloody Mary'? How did Queen Elizabeth I try to solve England's religious issues? Why did the Spanish Armada fail?	Who lived in Stuart England? Why was there gunpowder, treason and plot? Why did England go to war with itself in 1642? Why was the King put on trial in 1649? What was the Interregnum? How should we remember Oliver Cromwell? Why was the monarchy restored in 1660? What was the Glorious Revolution?
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>
Analysing sources using Context, Content, Comment, Link. Writing in PEEL paragraphs. Analysing historical	Creation of timelines. Analysing sources using Context, Content, Comment, Link. Investigate historical artefacts.	Creation of timelines. Analysing sources using Context, Content, Comment, Link. Writing in PEEL paragraphs.	Writing in PEEL paragraphs. Analysing factors. Analysing sources using Context, Content, Comment, Link.	Writing in PEEL paragraphs. Analyse sources. Develop historical empathy. Analyse historical accounts.	Writing in PEEL paragraphs. Analyse sources. Analysing factors. Analysing historical interpretations.

interpretations. Developing research skills. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Analysing and creating historical interpretations. Writing in PEEL paragraphs. Developing understanding of 'cause and consequence', 'change and continuity', 'similarity and difference' and 'significance'.	Analysing factors. 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'.	Analysing factors. 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'.
<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>
<b>Source Interpretation Evidence Historian Chronology</b>	<b>Anglo-Saxons Romans Vikings England</b>	<b>Heir Monarch Normans Claim</b>	<b>Black Death Revolt Peasant Public Health</b>	<b>Annulment Armada Catholic Protestant Reformation</b>	<b>Civil War Interregnum Restoration Revolution</b>
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
Demonstrate and Connect Demonstrate and Connect End of Unit Skills Test	Demonstrate and Connect Demonstrate and Connect	Demonstrate and Connect Demonstrate and Connect Assessment including: • 10 knowledge questions • Chronology task • Source analysis (CCCL) • Importance of sources (CCCL)	Demonstrate and Connect Demonstrate and Connect	Demonstrate and Connect Demonstrate and Connect Assessment including: • 10 knowledge questions • Chronology task • PEEL paragraphs	Demonstrate and Connect Demonstrate and Connect



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	<b>Chronological knowledge</b>	<b>Historical terms</b>	<b>Change and continuity</b>	<b>Cause and consequence</b>	<b>Similarity / Difference</b>	<b>Significance</b>
<b>Mastering</b>	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.
<b>Advancing</b>	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.
<b>Securing</b>	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.
<b>Developing</b>	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.
<b>Emerging</b>	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.

	<b>Chronological knowledge</b>	<b>Historical terms</b>	<b>Using evidence</b>	<b>Interpretations of history</b>	<b>Significance</b>
<b>Mastering</b>	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.
<b>Advancing</b>	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.
<b>Securing</b>	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.
<b>Developing</b>	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.
<b>Emerging</b>	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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**Britain's role in the world**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
What was the experience of those enslaved in the Transatlantic Slave Trade?	Why do some people around the world not like Britain?	Why are we called the Black Country?	How did women get the right to vote?	How far was the First World War a 'total war'?	Was everything different after the First World War?
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
What is slavery? What was Africa like before the European arrivals? How was the trade of enslaved people developed? What was life like for the enslaved? How did the enslaved resist slavery? How significant was Olaudah Equiano? What ended the trade of enslaved people in Britain? What is the legacy of enslavement?	Why did Britain want an Empire? What was Australia like before the Empire? What was Australia like as part of the British Empire? What was the Scramble for Africa? How did Africa gain independence from the British Empire? Why did Britain gain control of India? How did India gain independence from the British Empire? How did people resist colonisation?	What is the Black Country? How did the Black Country develop? What was it like to live and work in the Black Country? What was the experience of those who worked in factories? How did the Industrial Revolution impact on transport? What was the impact of the Industrial Revolution on towns? To what extent was the Industrial Revolution good for England? What was the lasting impact of the Industrial Revolution on Wolverhampton?	What was life like for women in the 1800s? Who campaigned for women's suffrage? How did women use propaganda to campaign for suffrage? How did women use hunger strikes to campaign for suffrage? What was the Cat and Mouse Act? Was Emily Davison's death an accident, or was it suicide? Why do historians have different views of the suffrage movement? Why did women get the vote in 1918?	What were the long-term causes of World War 1? What was the 'spark' that started World War 1? How was propaganda used to persuade men to join the British Armed forces? Did all men want to join the war effort? What was life like in the trenches? Was the Battle of the Somme a success or a disaster? What was the impact of World War 1 on the Home Front? What was the contribution of the British Empire to WWI?	Who were the Big Three? What was the Treaty of Versailles? Were the 'Roaring Twenties' a good time for everyone? What was the impact of the Wall Street Crash on Europe? Why were there so many dictators in the 1930s? Who was Adolf Hitler? How did Adolf Hitler rise to power? What was life like in Nazi Germany?
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>
Analysing sources using Context, Content, Comment,	Investigate historical artefacts.	Writing in PEEL paragraphs.	Creation of timelines.	Writing in PEEL paragraphs.	Writing in PEEL paragraphs.

<p>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>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>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>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>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>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>
<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>
<p><b>Enslaved</b></p> <p><b>Middle Passage</b></p> <p><b>Transatlantic Trade</b></p> <p><b>Plantation</b></p> <p><b>Abolition</b></p>	<p><b>Empire</b></p> <p><b>Imperialism</b></p> <p><b>Resistance</b></p> <p><b>Indigenous</b></p> <p><b>Ahimsa</b></p>	<p><b>Industrial Revolution</b></p> <p><b>Factory</b></p> <p><b>Agriculture</b></p> <p><b>Slum</b></p>	<p><b>Discrimination</b></p> <p><b>Equality</b></p> <p><b>Petition</b></p> <p><b>Protest</b></p> <p><b>Suffrage</b></p>	<p><b>Alliance</b></p> <p><b>Militarism</b></p> <p><b>Imperialism</b></p> <p><b>Nationalism</b></p> <p><b>Propaganda</b></p> <p><b>Total War</b></p>	<p><b>Democracy</b></p> <p><b>Depression</b></p> <p><b>Dictator</b></p> <p><b>Facism</b></p> <p><b>Interwar</b></p> <p><b>Nazism</b></p>
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p> <p>Assessment including:</p> <ul style="list-style-type: none"> <li>• 10 knowledge questions</li> <li>• Chronology task</li> <li>• Source analysis (CCCL)</li> <li>• Importance of sources (CCCL)</li> </ul>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p> <p>Assessment including:</p> <ul style="list-style-type: none"> <li>• 10 knowledge questions</li> <li>• Chronology task</li> <li>• PEEL paragraphs</li> </ul>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p> <p>Assessment including:</p> <ul style="list-style-type: none"> <li>• 10 knowledge questions</li> <li>• Chronology task</li> <li>• Source analysis (CCCL)</li> <li>• Importance of sources (CCCL)</li> </ul>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>



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<b>Mastering</b>	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.
<b>Advancing</b>	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.
<b>Securing</b>	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.
<b>Developing</b>	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.
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	<b>Chronological knowledge</b>	<b>Historical terms</b>	<b>Using evidence</b>	<b>Interpretations of history</b>	<b>Significance</b>
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<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>
<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>	<b>Tier 3 Subject Vocabulary</b>
<p><b>Alliance</b></p> <p><b>Militarism</b></p> <p><b>Imperialism</b></p> <p><b>Nationalism</b></p> <p><b>Propaganda</b></p> <p><b>Total War</b></p>	<p><b>Discrimination</b></p> <p><b>Equality</b></p> <p><b>Franchise</b></p> <p><b>Petition</b></p> <p><b>Protest</b></p> <p><b>Suffrage</b></p>	<p><b>Democracy</b></p> <p><b>Depression</b></p> <p><b>Dictator</b></p> <p><b>Facism</b></p> <p><b>Interwar</b></p> <p><b>Nazism</b></p>	<p><b>Blitzkrieg</b></p> <p><b>Conscription</b></p> <p><b>Invasion</b></p> <p><b>Isolationism</b></p> <p><b>Luftwaffe</b></p> <p><b>Treaty</b></p>	<p><b>Antisemitism</b></p> <p><b>Concentration Camp</b></p> <p><b>Ghetto</b></p> <p><b>Holocaust</b></p> <p><b>Opposition</b></p> <p><b>Persecution</b></p>	<p><b>Boycott</b></p> <p><b>Civil Rights</b></p> <p><b>Jim Crow Laws</b></p> <p><b>Racism</b></p> <p><b>Segregation</b></p> <p><b>Sit in</b></p>
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> <li>• 10 knowledge questions</li> <li>• Chronology task</li> <li>• Source analysis (CCCL)</li> <li>• Importance of sources (CCCL)</li> </ul>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p> <p>End of unit assessment including:</p> <ul style="list-style-type: none"> <li>• 10 knowledge questions</li> <li>• Chronology task</li> <li>• Source analysis (CCCL)</li> <li>• Importance of sources (CCCL)</li> </ul>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>	<p>Demonstrate and Connect</p> <p>Demonstrate and Connect</p>



*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.*

	<b>Chronological knowledge</b>	<b>Historical terms</b>	<b>Change and continuity</b>	<b>Cause and consequence</b>	<b>Similarity / Difference</b>	<b>Significance</b>
<b>Mastering</b>	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.
<b>Advancing</b>	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.
<b>Securing</b>	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.
<b>Developing</b>	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.
<b>Emerging</b>	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.

	<b>Chronological knowledge</b>	<b>Historical terms</b>	<b>Using evidence</b>	<b>Interpretations of history</b>	<b>Significance</b>
<b>Mastering</b>	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.
<b>Advancing</b>	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.
<b>Securing</b>	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.
<b>Developing</b>	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.
<b>Emerging</b>	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.