SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	HISTORY	YEAR GROUP:	7
SUBJECT INTENT:	*Year 7 History introduces students to key History skills and concepts by applying them to Anglo-Saxon, Viking and Norman History. Through a chronological approach, students develop critical thinking, evaluate contrasting viewpoints and deepen their understanding of how sources are used to build an understanding of lives in the past. These skills are developed through reading, writing and spoken formative and summative assessments. Year 7 introduces power (how it has changed over time and how those with access to power have changed), Conflict (causes of significant conflicts, conflict resolution, consequence of major world conflicts), Religion and beliefs (religious changes over time, religious conflict and tolerance of religion) and society (society changes, taxation, classes, average person, women's history, minority history). These skills and concepts are developed in Year 8.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Introduction to History Early medieval history (not dark ages) How did the Normans become so powerful?	What is History, history of Hasmonean, World history, family history. Anglo-Saxons, Vikings Contenders to the throne, Battle of Hastings	Importance, narrative, chronology, interpretation, primary and secondary sources, personal, local, national and world history, invaders, settlers, migration, succession, conquest.	Introduction makes History personal and more meaningful, building empathy and showing how individual lives intersect with global/national events. Moves to learning how invasions, settlements, and cultural blending shaped early Britain. It introduces key concepts like kingdom-building, religion, and warfare. Then sets the stage for studying Norman rule.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	How did William take control of England? What was life like in Medieval England? Transfer of power	Domesday book, Feudal system, castles Towns and villages, women, crime and punishment Significance of Magna Carta	Kingship, control, conflict, society, taxation and wealth distribution, sources, cause and consequence, harrying, feudal, domesday, control, motte and bailey castles, royal authority, Magna Carta	This sequence follows a pedagogical narrative: moving from political control to everyday social reality, culminating in attempts to control power by the Barons to develop more understanding of the Feudal System which underpinned medieval England. Links to study of royal power in Year 8.

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TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	How religious were people in Medieval England? The Black Death The Peasants Revolt Women and history	Henry II and Thomas Becket, the Crusades, Jews in England Causes and consequences of Black Death Reasons for and significance of revolt Medieval Queens	Holy day, villein Peasant, church, Pope, Significance, bubonic and pneumonic plague, revolt	Widens understanding of the extent of royal power and control by studying the church as a competing power base. Study of Doom paintings and contemporary responses to the Black Death, develops understanding of social reality.

SUBJECT:	**History**	**YEAR GROUP:**	**8**
SUBJECT INTENT:	*Year 8 develops historical skills and conceptual knowledge and understanding by applying them to early modern and modern History. Through a chronological approach, students move from their study of medieval power in Year 7 to study the Tudors and Stuarts and develop their knowledge of the impact of reality for lower down in society through the slave trade and the Industrial Revolution and how Britain became a major world power in the 18th and 19th Century. This provides a spring board for Year 9 20th century History.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Meet the Tudors	Tudor monarchs (Henry VII, VIII and Elizabeth I) and religion, power, entertainment and exploration.	Differences and tensions between Catholics and Protestants, dynasty, monarchy, reformation, 'Golden Age', propaganda, theatre.	Builds on Year 7 themes of power, religion, and society, extending monarchy from Magna Carta to Tudor rulers. It focuses on how the Tudors came to power and built on it with religious change through the Reformation and Elizabeth's Middle Way. Analyses and interprets the 'Elizabethan Age' and its building of national identity through sources.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Stuarts and Civil War	Gunpowder plot, Civil War and aftermath	Revolt, Parliament, Civil War, regicide, slavery and the slave	A study of the Stuarts and the Civil War develops Tudor royal authority and religious

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	Slave Trade and Empire	Slave trade, life in plantations and abolition of slavery	trade, plantations, empire, colony.	conflict, showing how tensions over monarchy and Parliament led to civil war and republicanism. Builds on Year 7's Magna Carta by highlighting Parliament's rising influence. Builds on Elizabeth power and Stuart political-religious upheavals as context for empire growth and deepens understanding of injustice and resistance.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Was the Industrial Revolution 'Liberty's Dawn?' Brick Lane study	Key changes, public health, workhouses, Working conditions for children, protest and the Chartists, immigration to and life in London, matchgirls strike	Industrialisation Revolution, urbanisation, Child Labour,Protest Social Reform	Industrial Revolution extends Year 7 themes of social change and protest into the modern era, showing industrialisation's impact on society. Connects to the empire by highlighting how wealth from slavery fueled growth.

SUBJECT:	**History**	**YEAR GROUP:**	**9**
SUBJECT INTENT:	*Year 9 prepares students for GCSE history by further developing historical skills and conceptual knowledge and understanding by applying them to the first half of the 20th Century. Through a chronological approach, students study the First and Second World Wars as well as the rise of the Nazis and the impact of them in power. The content and skills are more challenging than Year 8 and topics such as the Holocaust require greater maturity. There are greater opportunities for more challenging source analysis and more extended essay writing.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Causes of First World War	Was Europe ready for war, long and short term causes	Militarism, alliances, imperialism, nationalism, Schlieffen Plan, trenches, artillery, conscription, U boats, armistice	The First World War study links back to an understanding of the empire in Year 8 and how tensions led to a European conflict. Students can compare warfare

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	The First World War	German warfare, recruitment and conscription, Trench Warfare and life in trenches, censorship, Battle of the Somme, U boat campaign, medicine, why did Germany lose?		to that of earlier conflicts e.g. English Civil War and how this war shaped new political ideas.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Germany post WWI Nazi rise to power	German revolution, Treaty of Versailles, threats to Weimar from the left and right, hyperinflation, Streseman and 'Golden Years'. Munich Putsch, Mein Kampf, growth in Nazi support, appointment as Chancellor, dictatorship..	Revolution, Peace Treaty, reparations, 'Weimar Republic', Communism, hyperinflation, 'putsch', Nazism, economic depression, Reichstag Chancellor.	Learning builds on the aftermath of war to assess why the new democratic republic of Germany was weakened by right and left wing threats. The impact of the economic depression provides context for the rise of the Nazis and links the USA study in Year 10.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Life in Nazi Germany The Second World War	Terror, propaganda, control of religion, family policy, youth movements, opposition, anti-Semitism and Holocaust Causes of World War II, Dunkirk, Battle of Britain, Barbarossa, Pearl Harbour, D Day.	'Night of Long Knives', Gestapo, SA and SS, Concordat, Hitler Youth, German Maidens, anti-Semitism, Holocaust, appeasement, Barbarossa.	Studying the impact of the Nazis on different groups in Germany and the nature of the Nazi dictatorship. This allows an understanding of how the state was prepared for another European War. The year concludes with a study of World War II turning points. There are parallels and comparisons made with the 'Great War'.