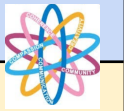




WMS History Skills Progression



KS2		KS3			
Y4/5	Y5	Y6	Y7	Y8	Y9
Chronological Understanding					
COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS	<ul style="list-style-type: none"> Know how to write about and add to existing timelines, as well as generate new timelines. Know and sequence key events of a time period studied. Use relevant terms and period labels. 	<ul style="list-style-type: none"> Know how to write about and add to existing timelines, as well as generate new timelines. Place current study on a timeline in relation to other studies. Use relevant terms and period labels, including BCE and CE. Sequence up to ten events on a timeline. Make comparisons and contrasts between different times in history. 	<ul style="list-style-type: none"> With increasing confidence, write about historical events chronologically, referring to available sources. Describe changes within and between periods and societies studied. Make use of key dates and period labels to support points. Describe some features, events, people and themes from the past using topic vocabulary. Can include connections with other time periods studied within work. 	<ul style="list-style-type: none"> Make links to other societies and time periods. Know how to identify which events in a timeline or period are important, as well as connect and contrast different time periods. Make use of key dates/periods to support points. Can give overviews and detailed accounts of features, events and people in the period studied. 	WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9) MIDDLE SCHOOL COLLABORATIVE TRANSITION CONVERSATION TRANSITION ACTIVITIES VISITS BETWEEN WMS & FEEDER HIGH SCHOOLS
Historical Knowledge					
COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of content covered in lessons through questioning, written tasks and assessment. Apply historical terms into writing and verbal responses. Knowledge of Anglo-Saxon, Viking and Victorian life. Knowledge of different aspects of life of different people - e.g. differences between men and women. Offer explanations for some events that took place during time periods studied. 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of content covered in lessons through questioning, written tasks and assessment. Apply a wide range of historical terms into writing and verbal responses. Knowledge of WWII, the Mayan Empire and Shang Dynasty and life during these time periods. Knowledge of different aspects of life of different people - e.g. differences between men and women, experiences of children in the UK and Germany in WWII. Offer explanation for events studied. Compare and contrast ancient civilisations. 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of content covered in lessons through questioning, written tasks and assessment. Knowledge of how Norman, Medieval and Tudor/Stuart society operated and key events/people associated with the periods. With increasing confidence, use a wide range of historical vocabulary within writing to reinforce historical knowledge and concepts written about. 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of content covered in lessons through questioning, written tasks and assessment. Knowledge of how the TransAtlantic Slave Trade, Empire and 20th Century society shaped the modern age. Knowledge of key people and events associated with the periods. With increasing confidence, use a wide range of historical vocabulary within writing to reinforce historical knowledge and concepts written about. 	WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9) MIDDLE SCHOOL COLLABORATIVE TRANSITION CONVERSATION TRANSITION ACTIVITIES VISITS BETWEEN WMS & FEEDER HIGH SCHOOLS
Similarity and Difference					
COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS	<ul style="list-style-type: none"> Describe similarities and differences between societies, beliefs and ways of life. Compare experiences of different groups (e.g. rich/poor, 	<ul style="list-style-type: none"> Explain similarities and differences within and between periods using evidence. Compare how different groups experienced the same events and 	<ul style="list-style-type: none"> Analyse similarities and differences between societies, cultures and belief systems. Explain reasons for similarities and differences using contextual 	<ul style="list-style-type: none"> Evaluate similarities and differences between historical developments across different regions and periods. Analyse the influence of factors 	WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9) MIDDLE SCHOOL COLLABORATIVE TRANSITION

	<p>men/women, rulers/common people).</p> <ul style="list-style-type: none"> Identify common features across different civilisations and periods studied. Support comparisons with examples from historical knowledge. Begin to explain why similarities and differences existed. 	<p>developments.</p> <ul style="list-style-type: none"> Identify factors that contributed to similarities and differences. Make comparisons across studies, identifying patterns and contrasts. Use historical vocabulary accurately when constructing comparisons. 	<p>knowledge.</p> <ul style="list-style-type: none"> Compare the experiences of different groups and assess how far they were typical. Explore diversity within societies rather than treating groups as uniform. Construct supported comparative explanations. 	<p>such as power, religion, economics and technology on similarities and differences.</p> <ul style="list-style-type: none"> Compare competing interpretations of historical similarities and differences. Identify patterns across long periods of history. Reach substantiated judgements about the significance of similarities and differences. 	<p>CONVERSATION</p> <p>TRANSITION ACTIVITIES</p>
Continuity and Change					
<p>COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS</p>	<ul style="list-style-type: none"> Construct a narrative of a time period in history. Recognise similarities and differences between the past and present, and between past societies. Recognise that there are different experiences within a historical period - e.g. rich and poor, men and women. 	<ul style="list-style-type: none"> Identify some changes across historical period(s) studied. Show understanding of different experiences within a historical period. Recognise that there are different experiences within a historical period - e.g. city and rural experiences of evacuation. 	<ul style="list-style-type: none"> Begin to prioritise changes by importance/pace of change. Identify a range of changes across historical periods, and begin to account for these. Appreciate and account for different experiences within a historical period - e.g. experiences of class, men and women. 	<ul style="list-style-type: none"> Describe pace and extent of changes within and between periods and societies studied. Begin to recognise trends and links between changes over long periods. Explain how a theme has changed or developed in history across different time periods. Identify, and account for, continuity and change across periods. Assess which experiences within history are most representative. 	<p>WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9)</p> <p>MIDDLE SCHOOL COLLABORATIVE</p> <p>TRANSITION CONVERSATION</p> <p>TRANSITION ACTIVITIES</p>
Cause and Consequence					
<p>TRANSITION WITH FEEDER FIRST SCHOOLS AND MIDDLE SCHOOLS.</p> <p>ATTENDANCE AT LA TRAINING FOR KS1 AND KS2</p> <p>COLLABORATIVE MEETINGS WITH MIDDLE SCHOOLS</p>	<ul style="list-style-type: none"> Identify causes and consequences of an historical event Consider how Britain has been shaped by its past. 	<ul style="list-style-type: none"> Report on what happened during an event and after. Identify a range of causes and consequences. 	<ul style="list-style-type: none"> Can explain main causes of key events/actions, assessing their significance. Construct convincing accounts of the cause and consequence of an event. Sort causes and consequences into themes, and identify connections between them. Identify common aspects of events and changes in the past. Consider the impact of the past on modern-day Britain. 	<ul style="list-style-type: none"> Sort causes and consequences into common themes (including long and short term), including themes identified by the pupil. Write multi-cause explanations of events. Can judge main causes/consequences of key events/actions. Articulate how modern-day Britain has been shaped by its past. 	<p>WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9)</p> <p>MIDDLE SCHOOL COLLABORATIVE</p> <p>TRANSITION CONVERSATION</p> <p>TRANSITION ACTIVITIES</p> <p>VISITS BETWEEN WMS & FEEDER HIGH SCHOOL</p>
Significance and Interpretation					
<p>COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS</p>	<ul style="list-style-type: none"> Begin to consider the impact of the past on the present. Compare accounts from different sources. Look at different versions of the same event; identify differences in account. Give reasons for differences in 	<ul style="list-style-type: none"> Assess the significance of historical events. Consider the impact of the past on the present. Know which events or people were important during a time period, giving reasons for opinions. Compare accounts from different 	<ul style="list-style-type: none"> Identify the significance of historical events/figures. Explain a range of impacts of an event and suggest connections between similar or different events. Explain the impact of the past on the present. Recognise why some historical 	<ul style="list-style-type: none"> Assess the impact of the past on the present. Identify the significance of historical events/figures. Prioritise the importance of people, events and changes. 	<p>WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9)</p> <p>MIDDLE SCHOOL COLLABORATIVE</p> <p>TRANSITION CONVERSATION</p> <p>TRANSITION ACTIVITIES</p>

	accounts of history, e.g the role Anglo-Saxons played in the telling of Viking history.	sources. <ul style="list-style-type: none"> • Demonstrate knowledge that some evidence is propaganda, opinion or misinformation and this affects interpretations of history. 	events, people or changes might be judged as more historically significant than others. <ul style="list-style-type: none"> • Assess which experiences within history are most representative. • Suggest reasons/purpose for different interpretations of the same historical event/person. 	<ul style="list-style-type: none"> • Suggest reasons for similarities and differences in society, culture and religion at local and national levels. • Critically consider the purpose, origin and nature of sources and how this impacts interpretations of history. 	
Historical Enquiry					
COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS	<ul style="list-style-type: none"> • Respond to key historical questions. • Undertake own research in order to answer key historical questions. • Use the library and the internet with increasing confidence to conduct research. • Begin to devise own historical questions based on the content studied. 	<ul style="list-style-type: none"> • Produce appropriate historical questions linked to the content studied. • Undertake own research in order to answer key historical questions. • Use the library and the internet with confidence to conduct own research. 	<ul style="list-style-type: none"> • Ask historically valid questions about an enquiry, finding potentially useful resources to support a viewpoint. • Develop research skills to help answer independently generated questions. • Find information from research, assessing its relevance and credibility. 	<ul style="list-style-type: none"> • Ask historically valid questions about an enquiry, finding potentially useful resources to support a viewpoint. • Demonstrate research skills to help answer independently generated questions, using appropriate resources. • Assess the credibility of information found through research. • Structure accounts, using and explaining the evidence used. 	WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9) MIDDLE SCHOOL COLLABORATIVE TRANSITION CONVERSATION TRANSITION ACTIVITIES
Using Sources as Evidence					
COLLABORATIVE MEETINGS WITH FEEDER FIRSTS AND MIDDLE SCHOOLS	<ul style="list-style-type: none"> • Appreciate that information about the past can be obtained from a range of sources. • Begin to identify primary and secondary sources. • Extract historical information from text and video, noting key facts. • Confident use of library and IT for research. • Know that different sources may give different accounts of history. Give reasons for this. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Draw sensible conclusions from sources and use these to support own ideas. • Extract historical information from text and video, noting key facts. • Bring knowledge gathering from several sources together in a fluent account. • Identify differences of opinion between sources and suggest why, considering bias. 	<ul style="list-style-type: none"> • Differentiate primary and secondary sources, and identify key points within them. • Extract historical information from text and video, noting key facts and inferences. • Make inferences and connect source material to own knowledge of the past. • Use evidence from sources to support and justify an argument. • Use information from more than one source in fluent answers. • Identify bias and begin to assess the utility of a source. 	<ul style="list-style-type: none"> • Display inferential skills and identify clear links between sources and own knowledge. • Demonstrate a good understanding of, and make use of, sources in a range of forms. • Use evidence from multiple sources to support and justify an argument. • Critically consider the purpose, origin and nature of a source. • With increasing confidence, judge the utility of a variety of sources. Articulate the reliability of a source. 	WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9) MIDDLE SCHOOL COLLABORATIVE TRANSITION CONVERSATION TRANSITION ACTIVITIES
Communication					
TRANSITION WITH FEEDER FIRST SCHOOLS. ATTENDANCE AT LA TRAINING FOR KS1 AND KS2 COLLABORATIVE MEETINGS WITH MIDDLE SCHOOLS.	<ul style="list-style-type: none"> • Show understanding, and make use of, key historical terms in written and spoken responses. • Describe key features of the past accurately in a range of formats. • Begin to explain points in structured paragraphs 	<ul style="list-style-type: none"> • Demonstrate and deploy a developing historical vocabulary to describe past societies. Use this vocabulary in both written and spoken responses. • Explain points in increasingly cohesive, fluent paragraphs. 	<ul style="list-style-type: none"> • Structure work clearly and consistently in extended pieces of writing. • Evaluate the content of extended pieces to reach reasoned and supported conclusions. 	<ul style="list-style-type: none"> • Evaluate the content of extended pieces to reach reasoned and supported conclusions. • Justify arguments using well-chosen and pertinent evidence within well-structured paragraphs. • Show an awareness of wider world 	WBHS COLLABORATIVE (TO AGREE AND REVISE COVERAGE INTO Y9) MIDDLE SCHOOL COLLABORATIVE TRANSITION CONVERSATION TRANSITION ACTIVITIES

				context and trends.	VISITS BETWEEN WMS & FEEDER HIGH SCHOOL
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All year groups are given the opportunity to communicate knowledge through:

- Written response
- Debate and discussion
- Drama
- Use of IT

These are scaffolded in an age-appropriate way to enable access for all.

Historical Enquiry (by strand)

	Chronological Understanding	Historical Knowledge	Continuity and Change	Historical Enquiry	Significance and Interpretation	Using Sources as Evidence	Cause and Consequence	Similarity and Difference
Year 5	<p>Where did the Anglo Saxons come from?</p> <p>How did the Shang Dynasty begin? How did it end?</p>	<p>What were working conditions like in the Victorian era?</p> <p>What were Anglo Saxon kingdoms?</p> <p>Why did Anglo Saxons convert to Christianity?</p> <p>What was life like for people in the Shang Dynasty?</p> <p>Who were the key historical figures?</p>	<p>How does this compare to today (following rich and poor Victorians)?</p> <p>How have the Anglo Saxons and Vikings influenced us today?</p> <p>How have views of the Vikings changed over time?</p>	<p>Were workhouses as bad as they tell us? (Tynemouth)</p> <p>Why do the Vikings have such a fearsome reputation? Is it deserved?</p> <p>How close did the Vikings get to taking over England?</p>	<p>What is the significance of Sutton Hoo?</p> <p>What inventions were created during the Victorian Age, including Stephenson's Rocket?</p> <p>Local case-study: what happened at Lindisfarne?</p> <p>What were the achievements and accomplishments of the Shang Dynasty?</p>	<p>How do we know so much about the Anglo Saxons?</p> <p>How do we know about the Vikings?</p> <p>What can we learn about the Shang Dynasty from Fu Hao's tomb?</p> <p>What can oracle bones tell us about the Shang people?</p> <p><i>The use of sources as evidence is a golden thread running through the entire history curriculum. Across all units, pupils work with a range of primary and secondary sources to ask questions, test interpretations, make inferences and support conclusions. Consequently, while some enquiries explicitly foreground source analysis, the disciplinary skill of using sources as evidence is embedded throughout all topics in Y5.</i></p>	<p>What caused the Anglo-Saxons to leave their homes and come to Britain? What impact did the Anglo Saxons have on Britain (language, religion)?</p> <p>Where and why did Viking raids and attacks take place?</p>	<p>How did life differ for the rich and poor during Victorian times? What about today?</p> <p>How did life differ for men and women during the Victorian age? What about during the Viking era? How do these time periods compare?</p> <p>Was Shang society fair?</p> <p>How were Shang beliefs similar and different from those of other societies at the time?</p>
Year 6	<p>How do punishments differ in the 21st Century? (When considered across the whole timeline of crime and punishment)</p> <p>How did crime and punishment change between 1500 and 1750?</p> <p>Why did so much change happen in crime and punishment in the 19th Century?</p> <p>How has the way we catch and punish criminals changed in the last 100 years?</p>	<p>What was life like for children during WWII?</p> <p>Who was evacuated?</p> <p>What was the Silk Road? Where was it? What was traded along it?</p> <p>Who was Ibn Battuta? Key figures in the Silk Road</p> <p>What technologies and ideas came from Baghdad and the wider Silk Road?</p>	<p>How did the role of women change during WWII?</p> <p>How has the way we catch and punish criminals changed in the last 100 years?</p> <p>How do punishments differ in the 21st Century?</p>	<p>What does the legend of Robin Hood tell us about Medieval justice?</p> <p>Why is the House of Wisdom important to historians and modern life?</p>	<p>What was the significance of the Kinder Transport?</p> <p>Why was the Battle of Britain a turning point in WWII?</p> <p>Why is the House of Wisdom important to historians and modern life?</p> <p>How did coins from Baghdad end up in a Viking grave?</p>	<p>How do we know what punishment was like 800 years ago?</p> <p>What does the legend of Robin Hood tell us about Medieval justice?</p> <p>What can we learn about the experiences of people during WWII from these sources?</p> <p><i>The use of sources as evidence is a golden thread running through the entire history curriculum. Across all units, pupils work with a range of primary and secondary sources to ask questions, test interpretations, make inferences and support conclusions. Consequently, while some enquiries explicitly foreground source analysis, the disciplinary skill of using sources as evidence is embedded throughout all topics in Y6.</i></p>	<p>Why did WWII begin? Who was impacted?</p> <p>How were the lives of Jews across Europe changed by WWII? How were the lives changed for British and German children?</p> <p>What was the impact of evacuation on family life in the UK?</p> <p>Why did punishments become so bloody in the 18th Century?</p> <p>What was the impact of the Silk Road on surrounding countries? What caused Silk Road trade to end?</p>	<p>Experienced of German and British children during WWII.</p> <p>How did the role of men and women differ during WWII?</p> <p>How has crime and punishment stayed the same over time; how has it changed?</p>
Year 7	<p>Who should be king? (Succession crisis of 1066)</p> <p>How did life change by the beginning of the Tudor era?</p> <p>Elizabeth I's death</p>	<p>How was Harold Hardrada defeated?</p> <p>How effective were William I and the Normans in taking control of England?</p> <p>How did the Normans keep</p>	<p>What was the impact of the Norman conquest - what changed because of it?</p> <p>How did life change by the beginning of the Tudor era?</p>	<p>Succession crisis - who should be king?</p> <p>Was King John a hero or a villain? What evidence do we have?</p>	<p>What was the significance of 1066 and the Battle of Hastings?</p> <p>What was the significance of the last invasion of England?</p>	<p>Was King John a hero or a villain? What evidence do we have?</p> <p><i>The use of sources as evidence is a golden thread running through the entire history curriculum. Across all units, pupils work with a range of</i></p>	<p>What was the impact of the Norman Conquest?</p> <p>What were the consequences of the English Reformation and Break with Rome?</p>	<p>What was life like in Medieval Britain for different groups (including men and women)?</p> <p>How did Catholic beliefs differ from Protestant beliefs?</p> <p>How were Catholics and</p>

	<p>What significant events took place in this era? (Black Death; Peasants' Revolt)</p>	<p>control?</p> <p>What was life like in Medieval Britain for different groups?</p> <p>How did Catholic beliefs differ from Protestant beliefs?</p>	<p>How did religion change under the Tudors?</p>		<p>Was King John a hero or a villain?</p> <p>How was the link between Crown and Church significant at this time?</p> <p>What significant events took place in this era? (Black Death; Peasants' Revolt)</p> <p>What was the significance of the Gunpowder Plot?</p>	<p><i>primary and secondary sources to ask questions, test interpretations, make inferences and support conclusions. Consequently, while some enquiries explicitly foreground source analysis, the disciplinary skill of using sources as evidence is embedded throughout all topics in Y7.</i></p>	<p>What was the impact of Elizabeth I's death?</p> <p>What were the causes of the English Civil War?</p>	<p>Protestants treated under different monarchs?</p>
Year 8	<p>What was Britain doing in the Americas in the 18th and early 19th centuries?</p> <p>How does this link to slavery in the USA and the Civil Rights movement?</p> <p>How did Empire impact 20th Century conflict?</p>	<p>How were slaves captured, treated and transported?</p> <p>What was Britain's role in plantations?</p> <p>What is the difference between an empire and an alliance?</p> <p>How do empires grow?</p> <p>What was life like in the British Empire? For those in the UK? For those in the colonies?</p> <p>Inventions and innovations in the time of Empire.</p> <p>Labour laws and working rights during industrialisation.</p> <p>What was life like in the trenches? How were troops recruited?</p>	<p>Does modern day slavery exist? In what form?</p> <p>How was Britain changed by its Empire? How was India changed?</p> <p>How did industrialisation impact the Empire?</p>	<p>Can an Empire ever bring positive changes?</p> <p>Was Sir Douglas Haig a butcher or a hero?</p> <p>Was the atomic bomb necessary or evil?</p>	<p>What was the impact of the abolition movement?</p> <p>Can an Empire ever bring positive changes? Differing views of Empire.</p> <p>What is the significance of the Empire in 20th Century conflict?</p> <p>Was Sir Douglas Haig a butcher or a hero?</p> <p>What was the impact of the Holocaust on different groups? Is its impact still felt?</p>	<p>Was Sir Douglas Haig a butcher or a hero? Use evidence.</p> <p><i>The use of sources as evidence is a golden thread running through the entire history curriculum. Across all units, pupils work with a range of primary and secondary sources to ask questions, test interpretations, make inferences and support conclusions. Consequently, while some enquiries explicitly foreground source analysis, the disciplinary skill of using sources as evidence is embedded throughout all topics in Y8.</i></p>	<p>Why was there a demand for cheap labour in the Americas?</p> <p>Triangle Trade and profit.</p> <p>What was the impact of the abolition movement? What were the causes?</p> <p>How did industrialisation impact the Empire? How did Empire and industrialisation impact Britain?</p> <p>How did the formation of Empire lead to prosperity in Britain?</p> <p>What were the causes of WWI? What was the impact of how it ended?</p> <p>In what ways did Hitler rise to power?</p>	<p>What is the difference between an empire and alliance?</p> <p>What was life like in the British Empire? For those in the UK? For those in the colonies?</p>

Historical Enquiry *(by year)*

	Autumn	Spring	Summer
Year 5	<p>A Golden Age? The Victorian Era, 1837–1901 (Local Study)</p> <ul style="list-style-type: none"> How did life differ for the rich and poor during Victorian times? What about today? Were workhouses as bad as they tell us? (Tynemouth) What were working conditions like? (Ouseburn Lead Works; Hartley Pit) How did life differ for men and women at this time? What was the impact of Britain on the world? What was Victorian crime and punishment like? What inventions were created during the Victorian Age, including Stephenson's Rocket? 	<p>Invaders and Settlers: The Anglo-Saxons</p> <ul style="list-style-type: none"> Where did the Anglo-Saxons come from? What caused the Anglo-Saxons to leave behind their homes and why did they choose to settle in Britain? What were Anglo-Saxon kingdoms? Why did the Anglo-Saxons settle in Britain rather than elsewhere? What is the significance of Sutton Hoo? Why did the Anglo-Saxons convert to Christianity? What impact did the Anglo-Saxons have on Britain (language, religion)? How do we know so much about the Anglo-Saxons? <p>Invaders and Settlers: Not So Vicious Vikings?</p> <ul style="list-style-type: none"> Who were the Vikings? Where did they come from? Why did they come to the North East and wider UK? What was life like for men and women in Viking society? How did Viking society compare to the Victorian era? Where and why did Viking raids and attacks take place? Local case study: What happened at Lindisfarne? How close did the Vikings get to taking over England? How have the Vikings influenced us today? How do we know about the Vikings? (Saint Bede, Saint Aidan, Alcuin of York) Why do the Vikings have such a fearsome reputation? Is this reputation deserved? How have views of the Vikings changed over time? 	<p>Ancient China: The Shang Dynasty</p> <ul style="list-style-type: none"> What can we learn about the Shang Dynasty from Fu Hao's tomb? How did the Shang Dynasty begin? What was life like for people in the Shang Dynasty? What was the class structure in the Shang Dynasty? Was Shang society fair? Who were the key historical figures of the Shang Dynasty? (Good King Tang, Lady Fu Hao, King Di Xin) How were Shang beliefs similar to and different from those of other societies at the time? What can oracle bones tell us about the Shang people? How did the Shang Dynasty end? What were the achievements and accomplishments of the Shang Dynasty?
Year 6	<p>World War II</p> <ul style="list-style-type: none"> Why did World War II begin? Who was impacted? How were the lives of Jews across Europe changed by World War II: persecution and the Holocaust. What was the significance of the Kindertransport? How was the Battle of Britain a turning point? What was life like for children during World War II? Experiences of German children and children in the UK. What was the impact of evacuation on family life in the UK? Who was evacuated? How did the role of men and women differ during World War II? How did the role of women change during this time period (including Bletchley Park and munitions work) 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> How do we know what punishment was like 800 years ago? How do punishments differ in the 21st Century? What did Anglo-Saxon punishment look like? Anglo-Saxon innovations - trial by ordeal What does the legend of Robin Hood tell us about Medieval justice? How did crime and punishment change between 1500 and 1750? Witchcraft (discrimination?) Why did punishments become so bloody in the 18th century? Why did so much change happen in crime and punishment in the 19th century? Transportation How has the way we catch and punish criminals changed in the last 100 years? 	<p>Ancient Islamic Civilisation and the Silk Road</p> <ul style="list-style-type: none"> What was the Silk Road? Where was it? What was traded along it? What was the geography of the Silk Road? What was the impact of the Silk Road on surrounding countries? Why is the House of Wisdom important to historians and to modern life? How did coins from Baghdad end up in a Viking grave? Key figures on the Silk Road - who was Ibn Battuta? What technologies and ideas came from Baghdad and the wider Silk Road? How did the Silk Road end?
Year 7	<p>The Norman Conquest</p> <ul style="list-style-type: none"> Who should be king? Succession crisis How was Harald Hardrada defeated? What was the significance of 1066 and the Battle of Hastings? What was the significance of the last invasion of England? How effective were William I and the Normans in taking control of England? How did the Normans keep control? Defeat of the Saxons: Harrying of the North and the role of castles. 	<p>Medieval Britain, 1066 - 1509</p> <ul style="list-style-type: none"> What was the impact of the Norman Conquest? Differentiate between the experiences of a range of groups in England after the Norman conquest (including men and women) What was life like in Medieval Britain for different groups? Was King John a hero or a villain? What evidence do we have? How was the link between Crown and Church significant at this time? What significant events took place in this era? Black Death; Peasant's Revolt How has life changed by the beginning of the Tudor era? 	<p>The Tudor and Stuarts</p> <ul style="list-style-type: none"> How did religion change under the Tudors? What were the consequences of the English Reformation and Break with Rome? How did Catholic beliefs differ from Protestant beliefs? How were Catholics and Protestants treated under different monarchs? What was the impact of Elizabeth I's death? What was the significance of the Gunpowder Plot? What were the causes of the English Civil War?
Year 8	<p>Slavery and the TransAtlantic Slave Trade</p>	<p>The British Empire and Industrial Revolution</p>	<p>20th Century Conflict</p>

	<ul style="list-style-type: none"> • What was Britain doing in the Americas in the 18th and early 19th centuries? • Why was there a demand for cheap labour in the Americas? • Triangle Trade and profit • How were slaves captured, treated and transported? • What was Britain's role in plantations? • What was the impact of the abolition movement? • How does this link to slavery in the USA and the Civil Rights movement? • Does modern-day slavery exist? In what form? 	<ul style="list-style-type: none"> • What is the difference between an empire and an alliance? • How do empires grow? Locational knowledge of the British Empire at the time. • How did industrialisation impact the Empire? • Can an empire ever bring positive changes? Differing views of the British Empire. • How was Britain changed by its Empire? What impact did it have on other countries? (India) • What was life like in the British Empire? For those in the UK? For those in colonies? • Inventions, innovations and discoveries in the time of empire • Labor laws and working rights during industrialisation • How did the formation of the Empire lead to prosperity in Britain? • What is the significance of the Empire in 20th Century conflict? 	<ul style="list-style-type: none"> • What were the causes of WWI? • What was life like in the trenches? • How were troops recruited (including conscription, propaganda and pals battalions)? • Was Sir Douglas Haig a butcher or a hero? <ul style="list-style-type: none"> • In what ways did Hitler rise to power? • How did the Nazi regime secure control (living and working conditions, target groups)? • Why did Britain enter World War II? • What was the impact of the Holocaust on different groups? (targeting of Jews, disabled, LGBTQ community) Is its impact still felt? • What was the atomic bomb and its impact? Was it necessary or evil?
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