DMS Curriculum Plan

SUBJECT: History

At Dorchester Middle School, it is our intent to create curiosity and build fascination in pupils through history. By the end of their time with us, we want every pupil to be in awe of the world we live in; to be able to understand the people we live in the world with and to wonder at (and learn from) the world's past. In addition, we want to give the young people the skills to find out more about the world, safely, responsibly and with a critical eye for accuracy and truth. To do this we aim to ensure that pupils can remember more and learn more by weaving knowledge and skills throughout units of learning so that children have time to practice, discuss, reflect and revisit what they have been taught. We carefully follow the National Curriculum and ensure learning is progressive and sequential, giving pupils the opportunity to build on and apply previous knowledge in all units before developing further skills in this subject. Especially in KS3, our curriculum follows closely that of our partner middle schools in the MAT to ensure that students are ready for upper school.

Key Skills in this subject are:

KEY SKILL	EXPLANATION
Chronology	Arrangement of events or dates in the order they happened.
Causation	Why things happen.
Interpretation	Different opinions about the past.
Continuity and change	Know when and why there is change or when things stay the same.
Significance	How important something is.
Enquiry	Find, question, study and explain evidence to show the truth.
Knowledge retention	Remembering knowledge.

	Year 5	Year 6	Year 7	Year 8
T1 KNOWLEDGE	<u>Stonehenge and The Great Pyramid of Giza:</u> <u>How are they a snap shot in time?</u> BC (BCE) and AD (CE) Both monuments were built at approximately the same time. The meaning of theory and hypothesis. Egypt was more advanced than Britain in 2,500BC, mainly due to metal usage. The British and Egyptians were fascinated by the sun, stars and death, all of which seem to link to both concepts. We cannot be 100% sure about many matters, but can infer a great deal.	<u>The Anglo-Saxons and Vikings:</u> <u>"Who were the Anglo-Saxons and Vikings?"</u> Origins and reasons for arrival. Belief – Chronology and causation Archaeological study (Sutton Hoo) - Enquiry Vikings and their boats – Causation and possible significance Viking reputation – Interpretation and enquiry The struggle for battle – Continuity and change King Alfred – Interpretation, causation and significance	To learn what makes a good historian. <u>The Middle Ages:</u> <u>Why was 1066 a year of change in England?</u> To learn what makes a good historian. To use the skill of chronology to understand the Middle Ages. To know what life was like in Medieval England recognising change and continuity. To consider what makes a good King. To use causation skills in explaining who would be the best king in 1066. To understand why Harold Godwinson beat Harald Hardrada at the Battle of Stamford Bridge. Understand what happened at the Battle of Hastings. To understand why William Won. Consider how did Harold died. Consider whether the Battle of Hastings was significant.	To remember what makes a good historian. <u>Black history:</u> <u>What was life like for black people in Britain between the Roman conquest and the Tudors?</u> To use the skill of interpretation to consider what should be learnt in history To learn why black history and that of minorities is important To know how diverse Roman Britain was (2 lessosn) To use eneuiry skills to learn about the Ivory Bangle Lady (2 lessosn) To explain the status of Afro-Romans in Britain To understand the presence of Africans in Medieval and early Tudor England (useful for cover and also for your to do some in class marking) To learn about the presence of Africans in Tudor England Understand when race became a dividing factor in England
T1 SKILLS	Show knowledge of some of the key features studied. Describe and begin to explain why events have happened or there are differences or similarities. Answer questions from a variety of sources.	Show a detailed knowledge of some of the topic. Recognise links and explain why events have happened or why there are differences or similarities. Use multiple sources successfully and make up a hypothesis.	Using common words and language about the passing of time. Using precise dates and terms to describe the passing of time. Recognising there are links between causes in the past. Recognising reasons for different interpretations of the past. Identifying aspects of change and continuity both within and across periods that have been studied. Explaining why an event is significant using criteria to clearly show what specifically makes it significant Recognising that some sources can be more useful than others when answering questions about the past. Recalling, with accuracy, key names, dates and terminology from periods that have been studied.	Placing events, people and periods they have studied into a chronological framework such as a timeline. Describing events, people and periods they have studied in the context of a chronological framework. Explaining the links between causes in the past, often by categorising them. Explaining why different interpretations of the past have been constructed. Describing the nature and extent of change within and across periods that have been studied. Comparing events to explain why one is more significant than another Suggesting reasons for why a source may or may not be useful for answering questions about the past. Using the provenance of a source to decide whether a source may or may not be useful for answering questions about the past. Maintaining an extensive knowledge of the periods that have been studied.

T2 KNOWLEDGE			<u>The Middle Ages:</u> <u>How did the Normans get control of England after 1066?</u> To understand The Harrying of the North To plan an attack on a Motte and Bailey Castle Understand castle development and how the Normans gain control with them Understand how the Normans used the Feudal System to get control Understand how the Normans used The Domesday Book to gain control To consider how successful the methods of Norman control were in England To understand how the Norman conquest changed different people's lives.	<u>Black history:</u> <u>When and how did racism and slavery dominate the lives of black British people and how was it resisted?</u> To understand how greed led to racism To know how Britain got an Empire and what it was. To understand the Trans-Atlantic Slave Trade. Understand the significance of Bunce Island To consider how successful slave rebellions were. To know how Britain and Dorset benefitted Understand why the slave trade abolished. To consider how much changed after the 1833 Act of Abolition. Consider whether statues of slave owners should still stand today To consider is my life might change because of what I have learnt To know about Indian people in Georgian and Victorian Britain
T2 SKILLS			Using common words and language about the passing of time. Using precise dates and terms to describe the passing of time. Recognising there are links between causes in the past. Recognising reasons for different interpretations of the past. Identifying aspects of change and continuity both within and across periods that have been studied. Explaining why an event is significant using criteria to clearly show what specifically makes it significant Recognising that some sources can be more useful than others when answering questions about the past. Recalling, with accuracy, key names, dates and terminology from periods that have been studied.	Placing events, people and periods they have studied into a chronological framework such as a timeline. Describing events, people and periods they have studied in the context of a chronological framework. Explaining the links between causes in the past, often by categorising them. Explaining why different interpretations of the past have been constructed. Describing the nature and extent of change within and across periods that have been studied. Comparing events to explain why one is more significant than another Suggesting reasons for why a source may or may not be useful for answering questions about the past. Using the provenance of a source to decide whether a source may or may not be useful for answering questions about the past. Maintaining an extensive knowledge of the periods that have been studied.
ASSESSMENT 1	Ongoing throughout the unit. Written assessment (letter) considering how the monuments compare and differ. Further, ideally explaining how the British could learn from the Egyptians.	Each lesson has a different skill focus. Teachers need to use continuous assessment, but the final assessment will give the most clarity along with a knowledge retention test on the key words.	Written Assessment:: Why did William win the Battle of Hasting?	Extended response: "How successful has resistance and protest been throughout Black British history?"

T3 KNOWLEDGE			The Middle Ages: How did the power of kings change after the Norman Conquest (part 1)? To understand the role of the Church in Medieval England. To explore the conflict between Thomas Becket and Henry II. To explore sources on the murder of Thomas Becket To examine the significance of the Magna Carta. To consider interpretation of King John	The Industrial Revolution: What is the Industrial Revolution and why did it happen in Britain first? To consider how revolutionary the Industrial Revolution was between 1750-1900. To explore the domestic system of production. To identify and describe key inventions of the Industrial Revolution. To consider what the most significant cause of the Industrial Revolution was. To understand the transition to and the nature of the factory system.
T3 SKILLS			Using common words and language about the passing of time. Using precise dates and terms to describe the passing of time. Recognising there are links between causes in the past. Recognising reasons for different interpretations of the past. Identifying aspects of change and continuity both within and across periods that have been studied. Explaining why an event is significant using criteria to clearly show what specifically makes it significant Recognising that some sources can be more useful than others when answering questions about the past. Recalling, with accuracy, key names, dates and terminology from periods that have been studied.	Placing events, people and periods they have studied into a chronological framework such as a timeline. Describing events, people and periods they have studied in the context of a chronological framework. Explaining the links between causes in the past, often by categorising them. Explaining why different interpretations of the past have been constructed. Describing the nature and extent of change within and across periods that have been studied. Comparing events to explain why one is more significant than another Suggesting reasons for why a source may or may not be useful for answering questions about the past. Using the provenance of a source to decide whether a source may or may not be useful for answering questions about the past. Maintaining an extensive knowledge of the periods that have been studied.

T4 KNOWLEDGE	<u>Ancient Greece:</u> <u>Who were the Ancient Greeks and how 'great' was 'Alexander the Great'?</u> Timeline of events – Chronology Daily life – Interpretation and enquiry Archaeological study (Pottery) - Enquiry The Olympics – Causation and possible significance The rise of the city states – Continuity and change Alexander the Great – Interpretation, causation and significance	<u>Aztecs:</u> <u>Where on earth were the Aztecs and why did they disappear?</u> Enquiry, society, priests, invasion, Aztec Change and continuity Similarity and difference Causation and consequence Source analysis and interpretations	<u>The Middle Ages:</u> <u>How did the power of kings change after the Norman Conquest (part 2)?</u> To investigate the causes of the Black Death. To assess the impacts of the Black Death on Medieval society. To understand the causes and events of the Peasants' Revolt.	<u>The Industrial Revolution:</u> <u>How far were peoples' lives changed by the Industrial Revolution, especially in Dorset?</u> To explore developments in transportation during the Industrial Revolution. To consider how successful the 1833 Factory Act was. To know why did people protested against change To understand the story of the Tolpuddle Martyrs. To consider interpretations from the story of the Tolpuddle Martyrs. To consider if there was revolution in football
T4 SKILLS	Show knowledge of some of the key features studied. Describe and begin to explain why events have happened or there are differences or similarities. Answer questions from a variety of sources.	Show a detailed knowledge of some of the topic. Recognise links and explain why events have happened or why there are differences or similarities. Use multiple sources successfully and make up a hypothesis.	Using common words and language about the passing of time. Using precise dates and terms to describe the passing of time. Recognising there are links between causes in the past. Recognising reasons for different interpretations of the past. Identifying aspects of change and continuity both within and across periods that have been studied. Explaining why an event is significant using criteria to clearly show what specifically makes it significant Recognising that some sources can be more useful than others when answering questions about the past. Recalling, with accuracy, key names, dates and terminology from periods that have been studied.	Placing events, people and periods they have studied into a chronological framework such as a timeline. Describing events, people and periods they have studied in the context of a chronological framework. Explaining the links between causes in the past, often by categorising them. Explaining why different interpretations of the past have been constructed. Describing the nature and extent of change within and across periods that have been studied. Comparing events to explain why one is more significant than another Suggesting reasons for why a source may or may not be useful for answering questions about the past. Using the provenance of a source to decide whether a source may or may not be useful for answering questions about the past. Maintaining an extensive knowledge of the periods that have been studied.
ASSESSMENT 2	Each lesson has a different skill focus. Teachers need to use continuous assessment, but the final assessment will give the most clarity along with a knowledge retention test on the key words. 'Was Alexander Great or Not-Great?'	Constantly through assessment in the books. Each lesson will focus on a different skill.	Summative: extended response to the enquiry question: "How did the power of Kings change after the Norman Conquest?".	Summative: extended enquiry essay: "How did the Industrial Revolution change Britain's role in the world?"

T5 KNOWLEDGE			<u>Tudors:</u> <u>Who were the Tudors?</u> Understand the War of the Roses and how it left England in 1485 To gain an overview of the Tudors and their stereotypes. To investigate the mystery of the Princes in Tower To consider if Henry VII was a success or failure To understand chronology through Henry VIII's marriages To understand the break with Rome and The Reformation Know and understand the Dissolution of the Monasteries	<u>World War One:</u> <u>What is World War One and how did it start?</u> To understand the long-term causes of World War One To examine the short-term causes that led to World War One To explore key battles and figures of WWI
T5 SKILLS			Using common words and language about the passing of time. Using precise dates and terms to describe the passing of time. Recognising there are links between causes in the past. Recognising reasons for different interpretations of the past. Identifying aspects of change and continuity both within and across periods that have been studied. Explaining why an event is significant using criteria to clearly show what specifically makes it significant Recognising that some sources can be more useful than others when answering questions about the past. Recalling, with accuracy, key names, dates and terminology from periods that have been studied.	Placing events, people and periods they have studied into a chronological framework such as a timeline. Describing events, people and periods they have studied in the context of a chronological framework. Explaining the links between causes in the past, often by categorising them. Explaining why different interpretations of the past have been constructed. Describing the nature and extent of change within and across periods that have been studied. Comparing events to explain why one is more significant than another Suggesting reasons for why a source may or may not be useful for answering questions about the past. Using the provenance of a source to decide whether a source may or may not be useful for answering questions about the past. Maintaining an extensive knowledge of the periods that have been studied.

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T6 SKILLS			Using common words and language about the passing of time. Using precise dates and terms to describe the passing of time. Recognising there are links between causes in the past. Recognising reasons for different interpretations of the past. Identifying aspects of change and continuity both within and across periods that have been studied. Explaining why an event is significant using criteria to clearly show what specifically makes it significant Recognising that some sources can be more useful than others when answering questions about the past. Recalling, with accuracy, key names, dates and terminology from periods that have been studied.	Placing events, people and periods they have studied into a chronological framework such as a timeline. Describing events, people and periods they have studied in the context of a chronological framework. Explaining the links between causes in the past, often by categorising them. Explaining why different interpretations of the past have been constructed. Describing the nature and extent of change within and across periods that have been studied. Comparing events to explain why one is more significant than another Suggesting reasons for why a source may or may not be useful for answering questions about the past. Using the provenance of a source to decide whether a source may or may not be useful for answering questions about the past. Maintaining an extensive knowledge of the periods that have been studied.
ASSESSMENT 3			Exam style sources task on interpretations of Elizabeth I	Exam style sources task on interpretations of propaganda in World War I

Curriculum Enrichment	**Year 5: Visit to Stonehenge – booked – 9.10.26** **Year 7: Medieval Celebrities - portraits** **Year 8: Black History Month – October – portraits** **Year 8: The Fragility of Freedom Exhibition - January** **Year 8: March – Local history trip**