

INTEN



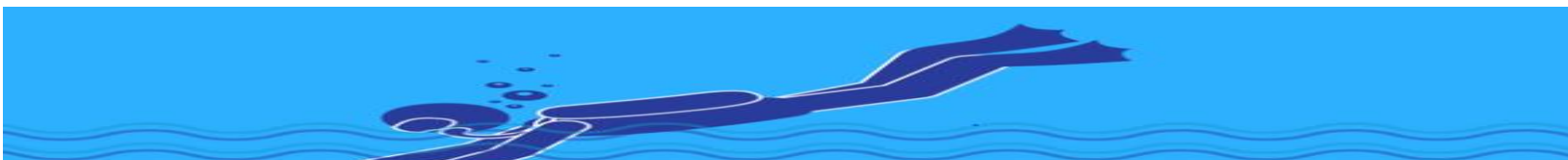
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“A people without the knowledge of their past history, origin and culture is like a tree without roots”
Marcus Garvey

Young people need a sense of history in order to understand themselves, their identity and the world around them.

Studying history at The King's allows students to explore a vast array of historical sources that will challenge, inspire and excite them. We aim to provide students with an in-depth appreciation of second order concepts, including chronology, changes and continuities, similarities and differences and causes and consequences; acknowledging how they help historians to understand and appreciate historical events throughout time.

We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunities to explore historical topics and their link to current world affairs, enabling them to fully understand the world in which they live. Students will have the opportunity to consider varying interpretations of historical events and develop their own opinions on key historical issues. In the future, a strong understanding of history will produce students who do not automatically accept a given version, but will critically analyse information given to them to produce their own well-thought out views, enabling them to be good citizens.








































****Please click on the icons to access our online portal where you can learn more about each topic****

7	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SPRING 1	SPRING 2
	Baseline and skills	Vikings	England 1066	Medieval England	Tudors	The 1600 – a troubled century
	<p>Learning to include:</p> <ul style="list-style-type: none"> assessment of KS2 skills, and then development of weaker skills 	<p>Learning to include:</p> <ul style="list-style-type: none"> who the Vikings were, what they did Alfred the Great, religion and Lindisfarne 	<p>Learning to include:</p> <ul style="list-style-type: none"> Domesday Book and Motte and Bailey castles 	<p>Learning to include:</p> <ul style="list-style-type: none"> the Black Death 	<p>Learning to include:</p> <ul style="list-style-type: none"> Mary, Queen of Scots Philip of Spain Spanish Armada daily and family life why the Tudors had herb gardens 	<p>Learning to include:</p> <ul style="list-style-type: none"> Oliver Cromwell and Ireland, the Restoration period, The Great Plague The Great Fire of London
	<p>Local history</p> <p>Learning to include:</p> <ul style="list-style-type: none"> looking at Stoke before the pottery industry the Potteries dialect and the pottery industry 	<p>England, 1066</p> <p>Learning to include:</p> <ul style="list-style-type: none"> the claimants to the throne in 1066 The Battle of Stamford Bridge The Battle of Hastings Feudal system 	<p>Medieval England</p> <p>Learning to include:</p> <ul style="list-style-type: none"> Religion the relationship between Thomas Beckett and Henry II Richard the Lionheart the life of King John the Magna Carta 	<p>Tudors</p> <p>Learning to include:</p> <ul style="list-style-type: none"> difference between Catholics and Protestants, Henry VIII and religion, Edward VI Mary I/ "Bloody Mary", Elizabeth I the Tudor who changed religion the most 	<p>The 1600 – a troubled century</p> <p>Learning to include:</p> <ul style="list-style-type: none"> Gunpowder Plot 	



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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
8	Industrial Revolution Learning to include: <ul style="list-style-type: none"> overview of the period 1750-1900 the conditions in factories the use of child labour the living conditions and how these were improved by some industrialists the conditions in the workhouse    	Rocky Road to Democracy Learning to include: <ul style="list-style-type: none"> why people were prepared to die for the vote Emily Wilding Davison, whether violence helped or hindered the campaign and the impact of WW1  	World War One Learning to include: <ul style="list-style-type: none"> conscientious objectors the trench system life in the trenches, the Eastern Front Turkey Prisoners of War British colonies in WW1 changing Europe and the end of WW1   	World War Two Learning to include: <ul style="list-style-type: none"> Winston Churchill the Blitz Dunkirk Pearl Harbour women at war the Nazi persecution of minorities Anti-Jewish laws, dilemmas and choices Jewish children the Kindertransport    	World War Two and the Holocaust Learning to include: <ul style="list-style-type: none"> Ghettos Jewish resistance Final solution Concentration camps  	From slavery to civil rights Learning to include: <ul style="list-style-type: none"> Jim Crow laws and racism introduction to the civil rights movement, Montgomery Bus Boycott, March on Washington, Black Panthers National Trust properties, BLM review
	Rocky Road to Democracy  Learning to include: <ul style="list-style-type: none"> Chartists, Peterloo, Suffragettes and Suffragists   	World War One  Learning to include: <ul style="list-style-type: none"> propaganda and its impact the trench system what life was like in the trenches writing in the trench    	World War Two Learning to include: <ul style="list-style-type: none"> Hitler's rise to power life in Nazi Germany including: <ul style="list-style-type: none"> life for women life for children causes of the war   	The Holocaust Learning to include: <ul style="list-style-type: none"> Nazi persecution of minorities Anti-Jewish laws, dilemmas and choices the Kindertransport  	From slavery to civil rights Learning to include: <ul style="list-style-type: none"> African kingdoms an introduction to slavery the Middle Passage, slave auction, life on plantations and slave resistance Harriet Tubman  	   

Curriculum plan: History



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