



Hope View School

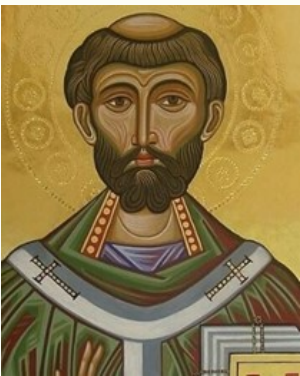
Additional Educational Needs Provision



Name		Stage 7 History
Class		Miss Sarah



William the Conqueror



Thomas Becket



Watt Tyler



Henry VIII

This year you will be learning:

Autumn Term 1	Was Anglo-Saxon England a ‘Golden Age’? NC Link: Britain’s changing landscape from the Iron Age to the present
Autumn Term 2	Did the Normans bring a ‘truckload of trouble’ to England in 1066? NC Link: The development of Church, state and society in Medieval Britain 1066-1509
Spring Term 1	Compare life in a town , with life in a village in the Middle Ages (Depth study) NC Link: The development of Church, state and society in Medieval Britain 1066-1509
Spring Term 2	Murder in the Cathedral! Who did it? - (A local Study) NC Link: The development of Church, state and society in Medieval Britain 1066-1509
Summer Term 1	The Black Death: Are we all going to die? NC Link: The development of Church, state and society in Medieval Britain 1066-1509
Summer Term 2	Here come the Tudors: Was Henry VII a gangster? NC Link: The development of Church, state and society in Britain 1509-1745

Archbishop, Black Death, Bloodletting, Bubonic, Catholic Church, Chivalry, Chronicle, Dissolution, Domesday Book, Evidence, Famine , Feudal system, Flagellant, Fyrd, Hastings, Heresy, Housecarls, Humous, Imperialism, Infer, Interpretation, Invasion, Invasion, Mace, Magna Carta, Medieval, Monarch, Motte and Bailey, Murdrum, Parliament, Peasant, Pneumonic, Pope, Priest, Protest, Protestant, Public Health, Purging, Quack, Rebellion, Reformation, Resistor, Revolt, Siege, Source, Stamford Bridge, Symptom, Tithings, Treason, Trepanning, Tudor, Villein,

Historical Significance

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Chronology

The arrangement of events and dates in order of their occurrence.

Change and Continuity

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Cause and Consequence

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Evidence

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Historical Interpretation

How to analyse, explore and explain. Understanding how and why interpretations developed by Historians differ from one another.

Contextual knowledge

The knowledge you already have, what do you already know?

Similarity and Difference

Who’s history? Diversity, political, economic, gender, race through the reality of past lives, globally, nationally and locally.

Define

Give the precise meaning of a word/term

Explain

To give reasons for why something is the way it is

Debate

Present different perspectives

Make a judgement

Make a decision based on evidence

Compare

Identify similarities or differences

Analyse

Examine something in detail to explain it and come to conclusions

Evaluate

To judge the importance or quality of something

Inference

What does the source/text tell you?

Provenance

Where is the source from? Who made it? When was it made?

Tone

Is the source/text emotional? Is it bias? Is it factual?

Empathy

To understand the feelings of other people





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Additional Educational Needs Provision

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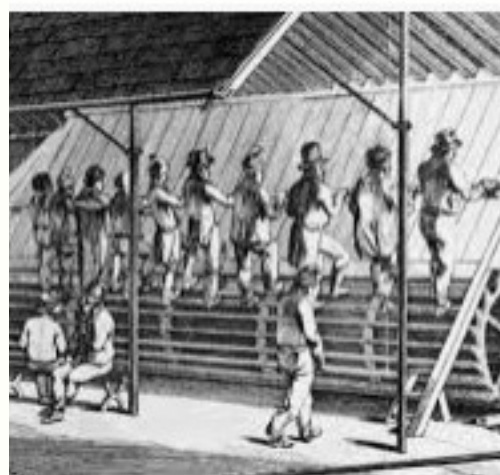
Stage 4 History



The Ancient Egyptians



The Romans



CRIME AND PUNISHMENT OVER TIME

This year you will be studying

Autumn Term 1 & 2	The Ancient Egyptians Who were the Anglo Saxons and when and why did they decide to settle in England?
Spring Term 3 & 4	The Romans What happened when the Romans came to Britain ?
Summer Term 5 & 6	Crime and Punishment How has Crime and Punishment changed over time?

Stage 4 History Key Words and Concepts

Ancient Egyptians

Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.

Roman Britain

Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.

Crime and Punishment

Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.

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Stage 5 History



The Viking Age



Anglo Saxons



JOURNEYS: WALTER RAYLEIGH, TITANIC, KINDERTRANSPORT, WINDRUSH

This year you will be studying

Autumn Term 1 & 2	Anglo Saxon England Who were the Anglo Saxons and when and why did they decide to settle in England?
Spring Term 3 & 4	The Viking Age What happened when the Vikings raided Britain in 793AD?
Summer Term 5 & 6	Journeys What makes people go on a Journey?



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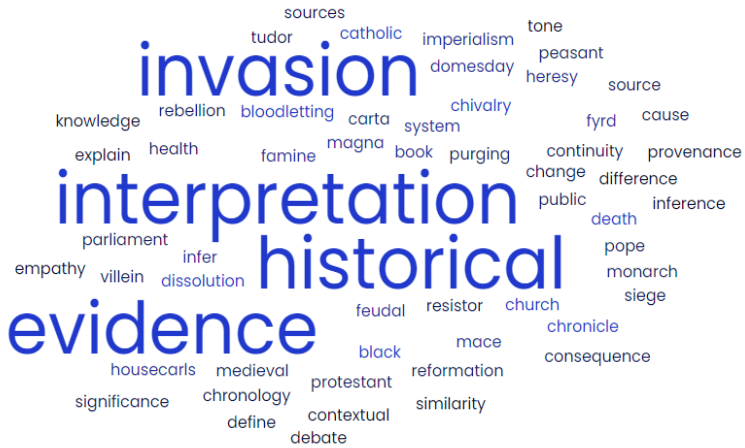
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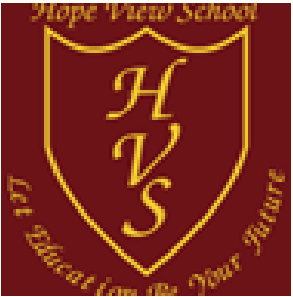
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Class	

KS3 Transition History
Miss Sarah



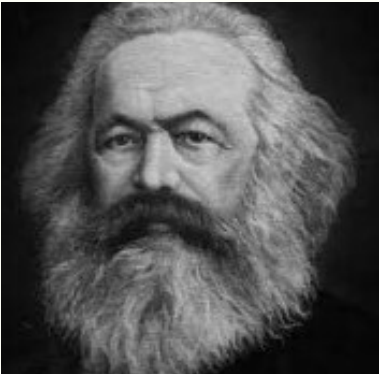
Florence Nightingale



Captain James Cook



Winston Churchill



Karl Marx

This year you will be learning:

Autumn Term 1	So what was the Industrial Revolution? NC Link: Ideas, political power, industry and empire: Britain, 1745-1901
Autumn Term 2	Case Study: India: A British Empire (Significant Society in World History) NC Link: Significant society in World History and its interconnections with other world developments
Spring Term 1	The First World War and Peace Settlement (Depth Study) NC Link: Challenges for Britain, Europe and the wider world 1901– present day
Spring Term 2	Power in the early 20th Century NC Link: Challenges for Britain, Europe and the Wider World 1901-present day
Summer Term 1	The Second World War (A local Study) NC Link: Challenges for Britain, Europe and the Wider World 1901-present day
Summer Term 2	From Empire to Commonwealth NC Link: The development of Church, state and society in Britain 1509-1745

Abdicate, Act, Alliance, Ally, Antisemitism, Appeasement, Armed forces, Armistice, Arms-Race, Aryan, Assassinate, Asylum, Blitzkrieg, British Empire, Canal, Cast Iron, Censor, Commonwealth, Communism, Conscientious, Conscription, Cowardice, Democratic, Desertion, Dictator, Dictatorship, Domestic System, Evacuation, Factory System, Fascism, Fuhrer, Gestapo, Ghetto, Holocaust, Hyperinflation, Immigrant, Industrial Revolution, Industry, Infantry, Locomotive, Luftwaffe, Militarism, Miner, Multicultural, Mutiny, Nationalism, Partition, Pauper apprentice, Persecution, Putsch, Rationing, Reformer, Refugee, Reparations, Secular, Sepoy, Shell Shock, Shrapnel, Significance, Spartacist, Steam Engine, Trade Union, Treaty, Trench, Turnpike road, Viceroy, Wrought Iron, Zeppelin

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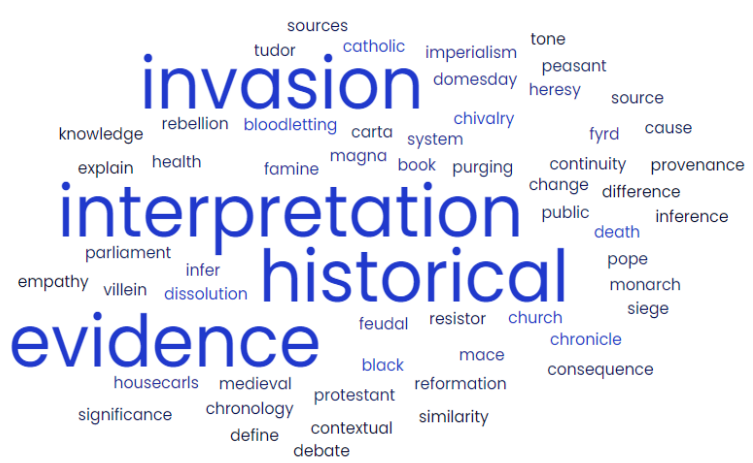
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<p>The Viking Age c.750-c. 1050</p>	<p>Leeds Castle</p>	



This year you will be completing your Entry Level History Certificate

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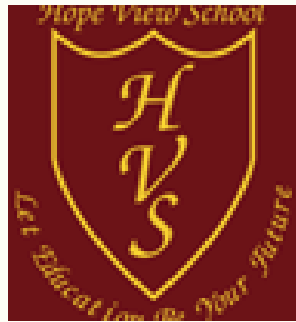
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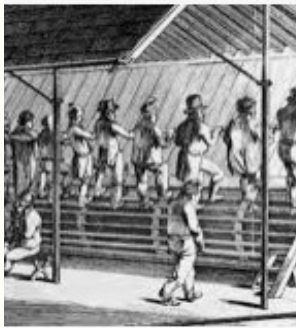
Name		GCSE History
Class		Miss Sarah



Crime and Punishment
Medieval England
c.1250-1500



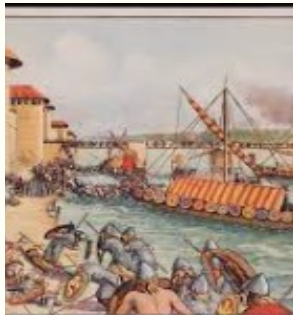
Crime and Punishment
Early Modern Period
c.1500-1750



Crime and Punishment
Industrial Britain
c.1750-1900



Crime and Punishment
Britain since c.1900 to
present day



The Viking Expansion
c.750-1050



The Norman Conquest
1065-1087



Living Under Nazi Rule
c. 1933-1945



Dover Castle A site
Study

This year you will be starting your GCSE History

20%	Crime and Punishment c.1250 to present Thematic Study
20%	The Norman Conquest, 1065-1087 British Depth Study
20%	Viking Expansion c.750-1050 Period Study
20%	Living under Nazi Rule c.1933-1945 World Depth Study
20%	Study of a Site or Individual - Dover Castle Local History Study

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