

History Overview

EYFS				
Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
EYFS		<ul style="list-style-type: none"> Children look closely at pictures, objects, and stories to find clues about how people lived long ago. Children ask questions about the past and begin to notice differences and similarities with today. 	<ul style="list-style-type: none"> Children learn that things happened before they were born and that life was different in the past. Children talk about how people, places, and objects have changed over time. 	Now Past People Places
Year 1				
Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 1 -	What is history?	<ul style="list-style-type: none"> I can begin to understand chronology by using the terms past, present, modern and old. I can identify similarities and differences between the past and now, using sources. I can identify that over time, some things change and some things stay the same. 	<ul style="list-style-type: none"> I know the difference between the past, present and future. I know what a timeline is. I know that some things in the past were the same and some things were different. I know what a family tree is I know ways to find out about the past 	Past Present Future History Family
Year 1 – Local History	How can I find out about our local history?	<ul style="list-style-type: none"> I know what a source is. I can identify similarities and differences between the past and now, using sources. I can identify that over time, some things change and some things stay the same. 	<ul style="list-style-type: none"> I know what a source of evidence is. I know some different sources of evidence. I know some of the history of Sudbury Hall I know changes that have happened over time at Sudbury Hall 	Local, Village, Sudbury Hall, Family, Tradition
Year 1 – Great Fire of London	How did London change as a result of the Great Fire of London?	<ul style="list-style-type: none"> I can begin to explain the causes and consequence of an event. I can explain why the Great Fire of London was a significant event. 	<ul style="list-style-type: none"> I know the Great Fire of London started in 1666. I know the Great Fire of London started at a bakery in Pudding lane. I know about sources of evidence from the Great Fire of London including Samuel Pepys’ diary. I know the legacy of the Great Fire of London. 	London, Fire Pudding Lane, Bakery, Spread Wooden houses, Samuel Pepys, Diary, Thomas Farriner
Year 2				
Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 2 – Significant Historical Figures	How did hospitals change as a result of Florence	<ul style="list-style-type: none"> I can recall some dates and key events studied. I can locate the dates of key events studied on a historical timeline. I can recognise the difference between a Primary and Secondary source. 	<ul style="list-style-type: none"> I know who Florence Nightingale and Mary Seacole were and that they helped during the Crimean War. I know that both women were active in the Crimean in 1854 I know that both women helped in different ways. 	Battlefield, Cholera, Crimean War, Founder, Infection, Red Cross, Jamaica,

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	Nightingale and Mary Seacole?	<ul style="list-style-type: none"> I can explain that significant events can bring about sustained change. 	<ul style="list-style-type: none"> I know that Florence Nightingale’s legacy included cleaner hospitals, better equipment and patient centred care. 	
Year 2 –History of Flight	How has flight changed the world?	<ul style="list-style-type: none"> I can explain why an event can be significant for more than one reason. I can identify the similarities and differences between different time periods. I can identify the similarities and differences within the time period studied. 	<ul style="list-style-type: none"> I know that air travel has impacted upon society I know that the first Aeroplane was invented by the Wright Brothers in 1904. I know that Amelia Earhart was the first woman to fly solo across the Atlantic in 1932. I know the changes that have happened to air travel over time, making our world more connected. I know that there will be future changes in air travel 	Flight Aviation Wright Flyer Space shuttle Aeroplane 1904 Amelia Earhart Elon Musk
Year 2 – Significant Historical Figures	How have these heroes shaped the world today?	<ul style="list-style-type: none"> I can more independently explain the causes and consequence of an event. 	<ul style="list-style-type: none"> I know what ‘Civil Rights’ are. I know who Rosa Parks was and how she helped the civil rights movement. I know what a suffragette is. I know who Emily Davidson was and how she helped the suffragette movement. I know about women getting the right to vote. 	Hero Fairness Equality Civil Rights Vote Rosa Parks Emily Davison

Year 3

Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 3 – Stone Age	How do we know about the Stone Age and how did Britain change?	<ul style="list-style-type: none"> I can identify change and continuity across pre-historic Britain. I can use evidence from sources to justify my opinion. I can identify similarities and differences between concurrent time periods. I can explain how significant events, inventions and decisions have shaped Britain. 	<ul style="list-style-type: none"> I know what BC and AD mean. I know when the stone age started and ended. I know the difference between Palaeolithic, Mesolithic and Neolithic. I know about the megalithic monument – Stonehenge I know the changes in Britain during the Stone Age. 	Prehistoric Tribe Settlement Hunter-gatherer Spear Survive Nomadic
Year 3 – Bronze into Iron Age	What changed in Britain in the bronze age and iron age?	<ul style="list-style-type: none"> I can use words and phrases relating to the passing of time such as: century and period. I can use BC (BCE) and AD. I can begin to understand where the people/period studied fits into a wider chronological framework/timeline. I can compare what has changed and what has remained the same during time period studied. 	<ul style="list-style-type: none"> I know why the Bronze Age and Iron Age are named so. I know about daily life in the Bronze Age and daily life in the Iron age I know what a Hillfort is and why it was built. I know some technological advancements and inventions during the Bronze Age. 	Smelting Hillfort Metal working Bronze age Iron Age settlement

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		<ul style="list-style-type: none"> I can explain how significant events, inventions and decisions have shaped Britain. 		
Year 3 – Ancient Egypt	What were the achievements of the Ancient Egyptians and how does this compare to life in Britain at the time?	<ul style="list-style-type: none"> I can begin to explain the difference between a cause and a consequence. I can begin to understand where the people/period studied fits into a wider chronological framework/timeline I can begin to identify that different things happened at the same time I can explain how historians use sources to interpret the past. I can evidence from sources to support my knowledge and understanding 	<ul style="list-style-type: none"> I know some of the accomplishments of the early civilisations. I know that Ancient Egypt lasted from 3100 BCE until 30BCE I know the social system of the Ancient Egyptians. I know some key achievements of the Ancient Egyptians including Hieroglyphs, Art and architecture. 	Ancient Civilisation Egypt Hieroglyphic Irrigation The Nile Pharaoh Tomb
Year 4				
Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 4 – Ancient Greece	What impact did Ancient Greece have on the western world?	<ul style="list-style-type: none"> I can use the class timeline to locate and plot periods in History. I can describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. I can accurately use BC and AD. I am able to compare what has changed and what has remained the same during time period studied. I know that modern day Britain is a result of significant events from previous civilisations. 	<ul style="list-style-type: none"> I know what democracy is I know that ancient Greek philosophers had an influence on Western thought. I know the significance of scientific and mathematical achievements of the Ancient Greeks. I know how the Ancient Greeks made artistic and literary achievements. I know the legacy of the Ancient Greeks on the Western World. 	Ancient Civilisation Empire Democracy Gods Medicine Theatre
Year 4 – Romans	How did Roman invasion and their inventions change Britain?	<ul style="list-style-type: none"> I can identify change brought about by the Greeks, Romans and Anglo Saxons/Vikings. I am able to compare what has changed and what has remained the same during time period studied. I can use the class timeline to locate and plot periods in History. I can describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. I can accurately use BC and AD. 	<ul style="list-style-type: none"> I know what invasion is. I know who Julius Caesar was and when and why he attempted to invade Britain. I know that Claudius successfully invaded Britain in 43AD and this led to Roman Rule in Britain. I know the legacy of the Roman Rule in Britain. 	Invasion Conquest Emperor Roman Empire Tribe Citizen
Year 4 – Anglo Saxons	Who were the Anglo-Saxons	<ul style="list-style-type: none"> I can identify change brought about by the Romans and Anglo-Saxons in Britain. 	<ul style="list-style-type: none"> I know who the Anglo-Saxons were and where they came from. 	Anglo-Saxon Settlement

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	<p>and what did they bring to Britain?</p>	<ul style="list-style-type: none"> I can compare what has changed and what has remained the same between Roman and Anglo-Saxon Britain. I can use evidence from sources to find out about Anglo-Saxon life and beliefs. I can explain how historical events and settlements have shaped the Britain we know today. 	<ul style="list-style-type: none"> I know why the Anglo-Saxons settled in Britain after the Romans left. I know what life was like in an Anglo-Saxon village. I know that Anglo-Saxon beliefs changed over time from paganism to Christianity. I know some of the things the Anglo-Saxons brought to Britain that we still see today, such as language, laws, and place names. 	<p>Migration Village Kingdom Pagan Christianity Legacy Sutton Hoo Alfred the Great</p>
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Year 5

Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 5 - The Staffordshire Hoard and The Vikings	<p>To what extent did the Vikings change England?</p>	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> I know the Vikings invaded and settled in parts of England, creating kingdoms and communities. I know the Vikings brought new laws and customs that influenced the English legal system. I know the Vikings introduced Old Norse words and place names, which impacted the English language. I know the Vikings were skilled traders and craftsmen, bringing new goods and techniques to England. I know the Vikings and Anglo-Saxons intermarried, leading to cultural exchange and blending of traditions. I know the struggle between Vikings and Anglo-Saxons shaped England's political landscape and led to unification. 	
	<p>What can we learn from the Staffordshire Hoard about....?</p>	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History I can evaluate the value of Primary and Secondary sources. 	<ul style="list-style-type: none"> Discovery of the Hoard Significance of the Hoard Theories surrounding the Staffordshire Hoard. I know that the Staffordshire Hoard is the largest collection of Anglo-Saxon gold and silver metalwork ever found. I know that the hoard was discovered by a metal detectorist named Terry Herbert in a field in Staffordshire, England, in 2009. I know that the hoard contains over 3,500 items, including intricate pieces of jewellery, weapons, and decorative objects. I know that the significance of the Staffordshire Hoard lies in its exceptional craftsmanship and the insights it provides into Anglo-Saxon art, culture, and warfare. I know that the discovery of the hoard has helped historians and archaeologists better understand the Anglo-Saxon period in England, particularly the interactions between Anglo-Saxons and other cultures. I know that the Staffordshire Hoard is considered a national treasure and is displayed in museums for people to learn from and appreciate. 	

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<p>Year 5 - The Mayan Civilisation (A Non-European Civilisation)</p>	<p>How does a non-European civilisation contrast with Britain? (Mayan Case Study)</p>	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> The range of Mayan achievements The reasons for the growth of the Mayan civilisation Life at the height of Mayan Civilisation The rationale for the fall of a Mayans I know the Mayan civilization flourished with achievements in astronomy, mathematics, architecture, and agriculture. I know the Mayan civilization grew due to fertile lands, trade networks, and organized city-states. I know life at the height of the Mayan civilization included bustling cities, advanced art, science, and religious ceremonies. I know the fall of the Mayans may have been due to factors like overpopulation, warfare, environmental degradation, and drought. I know Mayan society had rulers, priests, artisans; Britain had tribal chiefs. I know Mayan lands had rainforests and rivers; Britain had forests, hills, moors 	
<p>Year 5 - Islamic Civilisation</p>	<p>How does a non-European civilisation contrast with Britain? (Islamic Case Study)</p>	<ul style="list-style-type: none"> I can effectively consistently locate and plot periods in History I can consistently identify that different things happened at the same time. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements I can make begin to make judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to provide evidence to substantiate my judgements. I can begin to identify change and continuity within and across periods of time. 	<ul style="list-style-type: none"> Why was Baghdad the centre of activity in 780AD? What was the importance of the city of Baghdad in the context of world development? Roles that people had in the Ancient City of Baghdad. The fall of the Islamic Empire I know Baghdad flourished due to its trade routes and strategic location in 780AD. I know Baghdad was vital for trade, learning, and innovation globally. I know in Baghdad, people had roles like scholars, merchants, and officials. I know the Islamic Empire fell due to internal strife and external invasions. I know Baghdad was a hub of learning, contrasting Britain's less advanced scientific and cultural development. I know Baghdad's decline after the Mongol sack contrasts with Britain's gradual development. 	
Year 6				
<p>Year Group & Term</p>	<p>Driving Question</p>	<p>Disciplinary Knowledge (Skill focus)</p>	<p>Substantive Knowledge (Core takeaway)</p>	<p>Language</p>
<p>Year 6 - Exploration (A study beyond 1066)</p>	<p>How has exploration impacted History?</p>	<ul style="list-style-type: none"> I can identify the key features of different chronological periods. I can confidently evaluate the value of Primary and Secondary sources using contextual knowledge 	<ul style="list-style-type: none"> Why was it important to explore? What were the theories at the time? Who were the famous explorers? What were their accomplishments? Why was the Spanish Armada significant? 	

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		<ul style="list-style-type: none"> I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to identify change and continuity within and across periods of time. I can begin to provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> I know exploration was crucial for finding new trade routes, expanding empires, and spreading cultural influence globally. I know theories included finding a westward sea route to Asia and discovering new lands for riches and resources. I know famous explorers like Christopher Columbus, Vasco da Gama, Ferdinand Magellan, and Henry Hudson. I know they accomplished discovering the Americas, finding sea routes to India, and circumnavigating the globe. I know the Spanish Armada was significant as it attempted to invade England but failed, impacting European politics. I know the defeat of the Spanish Armada boosted England's naval power and secured its position as a global power. I know exploration led to cultural exchanges, scientific discoveries, and colonization, shaping the modern world. I know exploration sparked competition among European nations and contributed to the Age of Discovery. 	
Year 6 - The Industrial Revolution (Significant Turning Point in British History)	What was the impact of the Industrial Revolution on Britain?	<ul style="list-style-type: none"> I can identify the key features of different chronological periods. I can confidently evaluate the value of Primary and Secondary sources using contextual knowledge I can make judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to make judgements about the extent of change and continuity within and across two time periods. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> the changes in industry and technology with Britain becoming the world leader in the production of goods The shift of the population from countryside to the industrial towns and cities The darker side of Victorian society and the gap between rich and poor I know the Industrial Revolution transformed Britain with innovations in industry, leading to economic growth and urbanization. I know Britain became a world leader in manufacturing goods like textiles, iron, and coal. I know the Industrial Revolution caused a shift as people moved from rural areas to urban centres for work. I know Victorian society saw rapid urbanization, overcrowded cities, poor living conditions, and child labour. I know the Industrial Revolution widened the gap between the wealthy factory owners and the impoverished workers. I know advancements in technology, like the steam engine and mechanised production, revolutionised manufacturing processes. I know the Industrial Revolution improved transportation with canals, railways, and steamships, facilitating trade and growth. I know the Industrial Revolution shaped modern society, impacting social structures, economies, and urban landscapes. 	
Year 6 - Crime and Punishment	How has Crime and Punishment	<ul style="list-style-type: none"> I can identify the key features of different chronological periods. 	<ul style="list-style-type: none"> What was crime and punishment like in the past? What were the trial by ordeals? How might punishment change in the future? 	

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	<p>changed from 1066 to present?</p>	<ul style="list-style-type: none"> I can confidently evaluate the value of Primary and Secondary sources using contextual knowledge I can make judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to make judgements about the extent of change and continuity within and across two time periods I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> How have punishments changed over time? How have the types of crime changed over time? I know Anglo-Saxons settled crimes through compensation or feuds, used ordeals in trials, and had physical punishments. I know Medieval period established common law and jury trials, legitimizing monarch's authority and evidential justice. I know Medieval punishments were severe, often involving hangings, beheadings, and burnings for capital offenses. I know Early Modern period (16th – 18th Century) saw criminals transported to colonies like America and Australia for punishment. I know 19th-century prison reforms prioritized rehabilitation, marking a shift in societal attitudes towards punishment. I know that during the 20th century the death penalty was abolished, human rights legislation was introduced and restorative justice practices were adopted. 	
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Year 7

Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 7 - Neolithic Revolution and the Anglo Saxons	<p>How did the Neolithic Revolution lead to change in society?</p>	<ul style="list-style-type: none"> I can apply historical labels to different historical time periods I can identify the key features of different chronological periods using increasingly sophisticated examples. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing some understanding of the impact of provenance on its value for an historian. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can begin to identify turning points and processes which lead to change within and across periods of time. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> What was life like before the Neolithic Revolution? What was life like the after the Neolithic Revolution? How did the changes impact today's society? I know before the Neolithic Revolution, early humans were nomadic hunter-gatherers, relying on hunting and foraging for survival. I know after the Neolithic Revolution, humans began practicing agriculture, settling in permanent communities, and domesticating animals. I know advancements in agriculture allowed for food surplus, population growth, and the rise of civilizations. I know the Neolithic Revolution laid the foundation for complex societies, urbanization, and the development of written language. I know the Neolithic Period saw advancements in technology, including pottery, weaving, metallurgy, and tools (like the plough and wheel) which revolutionised transportation and agriculture. 	
Year 7 - Normans	<p>To what extent did the Norman Conquest change England?</p>	<ul style="list-style-type: none"> I can apply historical labels to different historical time periods I can identify the key features of different chronological periods using increasingly sophisticated examples. 	<ul style="list-style-type: none"> The key factors that made England desirable for invasion The causes of a disputed succession The causes of the outcome of the Battle of Hastings The significance of the Bayeux Tapestry and Doomsday Book The organisation of Norman society The changes on the English landscape 	

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Year 7 - Medieval Britain	How does the Church and State develop in Medieval Britain?	<ul style="list-style-type: none"> I can apply historical labels to different historical time periods I can identify the key features of different chronological periods using increasingly sophisticated examples. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing some understanding of the impact of provenance on its value for an historian. I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can begin to identify turning points and processes which lead to change within and across periods of time. I begin to make judgements about the extent of change and continuity within and across periods of time. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> Factors that led to the fall-out of the monarchy and church Christendom, the importance of Religion and the Crusades The struggle between Church and State The Magna Carta and the emergence of Parliament the Black Death and its social and economic impact the Peasants' Revolt I know the High Medieval Period saw the church's apex of power, with the Pope asserting authority over secular rulers. I know conflicts like the dispute between King Henry II and Archbishop Thomas Becket highlighted church-state tensions. I know the Magna Carta (1215) protected church rights and curtailed royal power during the High Medieval Period. I know in the Late Medieval Period, church-state relations strained, challenged by events like the Hundred Years' War. I know the Black Death and Hundred Years' War weakened both church and monarchy in the Late Medieval Period. I know the significance of the peasant's revolt to shaping Medieval Britain. 	
	How successfully did Henry VII restore Royal Authority?	<ul style="list-style-type: none"> I can apply historical labels to different historical time periods I can identify the key features of different chronological periods using increasingly sophisticated examples. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing 	<ul style="list-style-type: none"> The Wars of the Roses Henry VII and attempts to restore stability I know War of the Roses was a dynastic conflict between the houses of Lancaster and York. I know Henry VII's victory ended War of the Roses, establishing Tudor dynasty. 	

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		<p>some understanding of the impact of provenance on its value for an historian</p> <ul style="list-style-type: none"> I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I begin to make judgements about the extent of change and continuity within and across periods of time. I can provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> I know Henry VII strengthened royal power, reducing baronial privileges. I know Henry VII established the Court of Star Chamber for centralised justice. I know Henry VII's marriage to Elizabeth of York united the warring factions. I know Henry VII's reign brought stability after decades of civil unrest. 	
Year 8				
Year Group & Term	Driving Question	Disciplinary Knowledge (Skill focus)	Substantive Knowledge (Core takeaway)	Language
Year 8 - The Tudors	How does the Church, State and society develop in Tudor England (1509 – 1745) ?	<ul style="list-style-type: none"> I can demonstrate a secure chronological understanding. I can place time period accurately on a timeline. I can evaluate value of Primary and Secondary sources using contextual knowledge and showing a good understanding of the impact of provenance on its value for an historian. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can identify change and continuity within and across periods of time. I can identify turning points and processes which lead to change within and across periods of time. I can make judgements about the extent of change and continuity within and across periods of time. I can consistently and provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> Renaissance and Reformation in Europe The English Reformation and Counter Reformation (Henry VIII to Mary I) The Elizabethan religious settlement and conflict with Catholics (including Scotland and Spain) I know Martin Luther's '95 Theses' ignited the Protestant Reformation, challenging Catholic doctrine. I know Henry VIII's marital issues led to England's break from the Catholic Church and the establishment of the Church of England. I know Protestantism spread across Europe, leading to religious conflicts and wars. I know the Catholic Church responded to the Reformation with reforms, including the Council of Trent. I know religious changes influenced art, literature, and societal values during this period. I know the Renaissance and Reformation left a lasting impact on European culture, religion, and politics. 	
Year 8 - The Stuarts	How does the Church, State and Society develop in Stuart England?	<ul style="list-style-type: none"> I can demonstrate a secure chronological understanding. I can place time period accurately on a timeline. I can explain the difference between arc in time e.g. 100 years / 100 years 	<ul style="list-style-type: none"> The causes and events of the civil wars throughout Britain The Interregnum (including Cromwell in Ireland) The Restoration Act of Union of 1707 	

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		<ul style="list-style-type: none"> I can evaluate value of Primary and Secondary sources using contextual knowledge and showing a good understanding of the impact of provenance on its value for an historian. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can identify change and continuity within and across periods of time. I can identify turning points and processes which lead to change within and across periods of time. I can make judgements about the extent of change and continuity within and across periods of time. I can consistently and provide evidence to substantiate my judgements. 	<ul style="list-style-type: none"> I know Civil Wars erupted due to tensions between Parliament and monarchy in Britain. I know Interregnum led by Oliver Cromwell followed the execution of Charles I. I know Restoration brought Charles II to the throne after Cromwell's death. I know Cromwell's rule in Ireland was marked by harsh policies against Catholics. I know Act of Union 1707 united England and Scotland, forming Great Britain. I know Civil Wars weakened monarchy, leading to establishment of constitutional monarchy. I know Restoration brought back monarchy but with limitations on royal power. I know the Restoration period saw the emergence of the Whigs and the Tories, laying the groundwork for modern political parties. I know Interregnum saw rise of Puritan influence and temporary abolition of monarchy. 	
<p>Year 8 - Britain 1745 – 1901</p>	<p>How did the British Empire develop 1745 – 1901?</p>	<ul style="list-style-type: none"> I can demonstrate a secure chronological understanding. I can place time period accurately on a timeline. I can explain the difference between arc in time e.g. 100 years / 100 years I can evaluate value of Primary and Secondary sources using contextual knowledge and showing a good understanding of the impact of provenance on its value for an historian. I can identify similarities and differences between different time periods studied and between the experiences of groups within those time periods. I can make secure judgements about the scale of similarity and difference between different time periods studied and between the experiences of groups within those time periods. I can identify change and continuity within and across periods of time. I can identify turning points and processes which lead to change within and across periods of time. I can make 	<ul style="list-style-type: none"> The development of the British Empire Britain's transatlantic slave trade: its effects and its eventual abolition I know the British Empire expanded its territories across the globe through colonization, exploration, and conquest. I know the empire profited from the transatlantic slave trade before becoming a leading force in its abolition. I know British imperialism saw the acquisition of colonies in North America, India, Africa, the Caribbean, and the Pacific. I know advancements during the Industrial Revolution propelled the empire's economic growth and global dominance. I know the British Empire developed sophisticated systems of colonial administration and governance. I know technological innovations like steamships and telegraphs facilitated imperial expansion and administration. I know the empire engaged in military campaigns to expand and defend its territories against various adversaries. I know by the late 19th century, the British Empire reached its zenith, becoming the largest empire in history. 	



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		<ul style="list-style-type: none">• judgements about the extent of change and continuity within and across periods of time.• I can consistently and provide evidence to substantiate my judgements.		
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