



Prince William School

History Curriculum Overview



Why Teach History?

We aim to help students understand the world in which we live today through studying events in the past. We use a variety of learning techniques to help students develop communication and written skills. They will find out about the causes and consequences of events locally, nationally and internationally. We aim to develop important historical skills through the use of sources and to comprehend and apply essential concepts such as utility, provenance and significance. The factors of power, religion and economics are at the core of many lessons, as well as human behaviour where sensitive issues such as racism, religious intolerance and gender inequality are confronted.

Although History is a very important subject to support citizenship and to build a life-long interest, it is also very skills-based. It requires and promotes important life skills that are essential in the world of work and an understanding of life today. Students learn to process information and quantify its utility, as well as develop frameworks to communicate ideas and to demonstrate debate and argument. These skills are essential for businesses and careers in media, public service and human resources. At university level, History is a 'facilitating' subject which means it is preferred for courses such as journalism, business, the civil service, the police, the law and teaching, where an analytical mind is needed to debate and problem solve challenging projects. History is a route to many careers and helps the development of students' skills through the use of historical sources and emphasis upon questioning their significance and utility. Students will produce both oral and written answers that demand evidence and explanation. They will come to understand key concepts such as propaganda, tone and message.

Substantive Big Ideas

Our history curriculum enables pupils to gain knowledge and understanding of a range of different historical factors such as:

The Role of Religion



E.g. The role of Christianity, Islam and Judaism in the Medieval world, religious conflicts such as C16th wars and the role of religious persecution.

Political Ideas, the Military and Power



E.g. Medieval monarchy and feudalism, the growth of democracy and the problems of dictatorship.

Society, Culture and People



E.g. Women's history, public health, empire and key individuals.

Economy and Finance



E.g. Taxation, problems of monarchical finance and economic depression.

Disciplinary Big Ideas

Pupils make progress in History by developing their understanding of different historical second order concepts. Throughout their course of study in History at Prince William School, pupils should progress in their understanding of:

Causes and Consequences



Students will understand that events occur for a variety of reasons and timescales such as long term and short-term causes. As students progress through their study of History they will come to understand the greater complexities of historical events and outcomes.

Significance and Importance



Students will develop their understanding of both important events as well as people and the contributions and set backs that they have caused.

Similarities and Differences



Students be encouraged to compare different lived experiences and to look for both commonalities and variance in life in the past.

Historical Enquiry



Students will learn to question the world around them and will be enabled to ask challenging questions of the past.

Sources and Interpretation



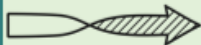
Students will be exposed to a variety of sources from the past and interpretations of events from the past such cartoons, photographs, diaries, articles and films. Students will develop their skills of analysis of these sources through their use of contextual knowledge.

Chronological Understanding



Students will develop a big picture of the past, which helps them to understand both Britain's part in world events and the way events have unfolded on a global scale.

Change and Continuity



Students will develop their understanding that both development and regression are possible in the past and that History is not a linear march towards progress. As students progress through their study of History they will come to understand that there are underlying continuities in historical events.

Learning for Life and Careers

Employability skills

Literacy, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication, Empathy, Debating, Evaluation, Justifying.

Linking the curriculum to careers

History enables students to develop a range of skills (see above) which are suitable for many career pathways. Students are also able to develop their understanding of a range of topics such as medicine through time, the military and warfare and human rights.

Examples of qualification pathways

- Armed forces
- Counselling
- Entertainment management
- Journalism
- Law
- Primary and secondary school teaching
- Uniformed services – Police, Prison service
- University lecturing
- Social work
- Human resources



Disciplinary Ideas		Causes and Consequences		Change and Continuity		Significance and Importance		Sources and Interpretations		Chronological Understanding		Historical Enquiry		Similarities and Differences				
	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12 (New A-Level offering 2024/5)		Year 13 (Legacy A-Level 2024/5)					
	Teacher 1		Teacher 2		Teacher 1		Teacher 2											
Autumn 1	The Norman Conquest Enquiry Question 1: Why did the Normans win the Battle of Hastings? Including: claims to the throne, Stamford Bridge, Battle of Hastings		The British Empire Enquiry Question 1: How were people impacted by Britain’s Empire? Including the start of the Empire, Puritans in America, the Transatlantic slave trade and the British in India		World War One and its aftermath Enquiry Question 1: How similar were peoples’ experiences in World War One? Including weapons, soldiers of Empire, women, Black British soldiers, shell shock		GCSE Topic 1: Conflict in Asia 1950-1975 American Escalation in Vietnam Including intervention under Eisenhower, Kennedy and Johnson, the Gulf of Tonkin, Peace Protests and the My Lai Massacre The end of the war in Vietnam Including Vietnamisation, Kent State, the role of the Media the end of war		GCSE Topic 3: Elizabeth England c1568-1603 <u>Life in Elizabethan Times</u> including life for the rich and poor, theatre, sailors and exploration <u>Troubles at home and abroad</u> Including the Spanish Armada and Essex rebellion Historic environment depth study Revision for first mock exams		Germany 1871-1991 Politics and the political system of the Kaiserreich 1871-1914		Britain 1951-2007 The Affluent Society, 1951-1964		Britain 1851-1964 World War One and its impact on politics and economics in Britain		Democracy and Nazism in Germany Nazi consolidation of power	
	Causes and Consequences		Cause and Consequences		Similarities and Differences		At GCSE and A level all the disciplinary skills are embedded into all topics											
Autumn 2	Medieval Life EQ 2: How similar were people’s lives in Medieval England? Including the medieval church, rich, poor, women and Jewish people		The British Empire EQ2: How similar were peoples’ experiences of living in the British Empire? Including American independence, the transatlantic slave trade, resistance and rebellion, abolition, and the Indian war for independence		The interwar world EQ 2: How different were peoples’ experiences in Russia and the USA after World War One? Including the Russian Revolution, life in Communist Russia, America Boom and Bust		GCSE Topic 2: Britain and Health c1000-present day <u>Theme 1: Understanding and treating disease</u> The Middle Ages and Renaissance, including the 4 humours, plague treatments, doctors and wise women		First mock exams <u>GCSE Topic 4: America 1840-1895 consolidation and expansion</u> <u>Expansion West and Native American Life</u> Including Native American life on the Plains and early settlers to the West		Germany 1871-1991 Economics of the Kaiserreich 1871-1914		Britain 1951-2007 The Sixties, 1964-1970		Britain 1851-1964 World War One and its impact on society and Ireland		Democracy and Nazism in Germany The Nazi State	
	Similarities and Differences		Similarities and Differences		Sources and Interpretations		At GCSE and A level all the disciplinary skills are embedded into all topics											
Spring 1	The Medieval World EQ3: Were the Crusades a success or a failure for the Christians? Including the Medieval Islamic world as well as causes, events and consequences of the Crusades		The Industrial Revolution EQ 3: What was the most revolutionary part of the industrial revolution? Including the population boom, the growth of towns and factories, the transport revolution		The Rise of the Nazis EQ 3: How did the Nazis assert their control over Germany and Europe? Including the rise of the Fuhrer, life in Nazi Germany, life in occupied Europe		GCSE Topic 2: Britain and Health c1000-present day <u>Theme 1: Understanding and treating disease</u> The work of Jenner, Pasteur, Koch and Fleming. Modern treatments and developments. <u>Theme 2: improving surgery and anatomy</u> Barber surgeons, Vesalius, Pare, Harvey, Hunter, Lister and Simpson. The role of war and technology in modern surgery.		<u>GCSE Topic 4: America 1840-1895 consolidation and expansion</u> <u>The American Civil War and the Homesteaders</u> Including the causes and consequences of the American Civil War and the settling of the Great Plains		Germany 1871-1991 Society of the Kaiserreich 1871-1914		Britain 1951-2007 Politics and the end of the Post-War Consensus 1970-1979		Britain 1851-1964 World War Two and its impact on politics and economics		Democracy and Nazism in Germany The Nazi racial state	
	Causes and Consequences		Change and Continuity		Causes and Consequences		At GCSE and A level all the disciplinary skills are embedded into all topics											



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History Curriculum – Map (2 of 2)



	Disciplinary Ideas	Causes and consequences	Change and continuity	Significance and importance	Sources and interpretations	Chronological understanding	Historical enquiry	Similarities and differences	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		Year 13	
						Teacher 1	Teacher 2	Teacher 1	Teacher 2
Spring 2	Medieval monarchy EQ4: What should Richard III’s legacy be? Including the Princes in the Tower, the Battle of Bosworth and the King in carpark	C18th and C19th Politics, Society and Protest EQ 4: Why did people fight for their rights in the 1800s? Including child labour, the workhouse, prison, transportation, the French revolution, Peterloo, the Chartists	World War Two EQ4: Were the 1940s only a dangerous and difficult time for the people of Britain? Including Dunkirk, the Battle of Britain, the war at sea, the Homefront, D-day, VE and VJ day	GCSE Topic 2: Britain and Health c1000-present day <u>Theme 3: Public Health</u> The Black Death, the Great Plague, the industrial revolution, cholera and the work of Snow, the Liberal reforms and foundation of the NHS Revision and review of topic	Second mock exams <u>Conflict with the Native Americans and closing the frontier</u> Including the causes, events and consequences of the ‘Indian Wars’, life on reservations, the Battle of Little Bighorn and the Wounded Knee Massacre	Germany 1871-1991 Politics and political changes during the change from Empire to Democracy 1914-1929	Britain 1951-2007 Economics and the end of the Post-War Consensus 1970-1979	Britain 1851-1964 World War Two and its impact on society and Ireland	Democracy and Nazism in Germany The impact of World War Two on Germany
	Significance and importance	Causes and Consequences	Sources and Interpretations	At GCSE and A level all the disciplinary skills are embedded into all topics					
Summer 1	The Early Tudors EQ 5: Was there a mid-Tudor Crisis? Including Henry VIII, Edward VI, Jane Grey and Mary I	Victorian and Edwardian Society EQ5: To what extent was Britain a ‘gilded age’ before 1914? Including Jack the Ripper, life for women, the Titanic, the suffragettes	The Holocaust and the Cold War EQ 5: What was the hottest moment of the Cold war? Including the division of Germany and the Cuban Missile Crisis	GCSE Topic 3: Elizabeth England c1568-1603 <u>Elizabeth’s religion and government</u> Including the religious settlement, the Puritan Challenge and the Catholic Threat	<u>Conflict with the Native Americans and closing the frontier</u> Including the causes, events and consequences of the ‘Indian Wars’, life on reservations, the Battle of Little Bighorn and the Wounded Knee Massacre Revision and exams	Germany 1871-1991 Economics during the change from Empire to Democracy 1914-1929	Britain 1951-2007 Society and the end of the Post-War Consensus 1970-1979	Revision and Exams	
	Sources and Interpretations	Sources and Interpretations	Significance and Importance	At GCSE and A level all the disciplinary skills are embedded into all topics					
Summer 2	The Elizabethans and Stuarts EQ6: Why was there a Civil War in England during C17th? Including Elizabeth I, James I and the causes, events and consequences of the Civil War	World War One EQ 6: Did a sandwich really kill 10 million men? Including the long, short and trigger term causes of the First World War	GCSE Topic 1: Conflict in Asia 1950-1975 EQ 6: How did the Cold War become hot in Korea? Including the causes, events and consequences of the Korean War	Year 10 mock exams GCSE Topic 3: Elizabeth England c1568-1603 <u>Life in Elizabethan Times</u> Including life for the rich and poor, theatre, sailors and exploration	Revision and exams	Germany 1871-1991 Society during the change from Empire to Democracy 1914-1929	NEA coursework Guide students through independent investigation in C17th Britain	Revision and Exams	
	Causes and Consequences	Causes and Consequences	Sources and Interpretations	At GCSE and A level all the disciplinary skills are embedded into all topics					



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History Curriculum Map – Substantive Knowledge Progression



Substantive Themes



Religion



Society, Culture and People



Politics, the military, and power



Economy and Finance

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Religion 	- Medieval Christianity in England and Europe - Life for Medieval Jewish people in England and Europe - The Medieval Islamic Empire - The medieval conflict between Christianity, Islam and Judaism for control of the Holy Land	- The role of religion in causing the English Civil War - The role of Christianity in the abolition of the Transatlantic Slave Trade - The role of Quakers and pacifism in conscientious objection to World War One	- The history of antisemitism - The treatment of Jewish people in Nazi Germany	- The conflict between Catholics and Buddhists in Vietnam - The role of Medieval Christianity and Islam on Medicine - The importance of the idea of Manifest Destiny when settling the American West - The conflict between the Mormons and other Christians in USA	- The role of Christianity in the oppression of the Native American people - The conflict between Protestants and Catholics in Elizabethan England - The religious conflict between England and Spain in Elizabethan times	- Ireland and religious tensions - Non-conformity in 20th century Britain	- Partition and war in Ireland in early 20th century. - Life for Jewish people during Nazi Germany - Protest against the Nazi regime from Christian groups such as the Confessional church - The oppression of Christian groups in Germany such as the Jehovah's Witnesses
Society, culture, and people 	- Life for Medieval and Renaissance women - Life for the rich and poor during the Middle Ages and Renaissance - Life in the Medieval Islamic and Mali Empires - The experiences of Black people in Tudor England	- Life for people during the Restoration era - Life for different people within the British Empire - Life for the working classes during the Industrial Revolution - Life for the rich and poor in Victorian and Edwardian Britain	- Different experiences during War, such as that of women, Black Britons and soldiers of Empire - Life in Nazi Germany - Contrasting experiences of C20th life in Europe, America, Russia and Asia	- The impact of the Vietnam war on Vietnamese and Americans - Public Health crises such as Cholera outbreaks - Public Health successes such as the NHS - Native American life on the Great Plains	- Life in the American South after the Civil War - Life on the plains for Homesteaders and Native American life on reservations - Life in Elizabethan England for the rich and the poor - Elizabethan culture, theatre and the idea of a 'golden age'	- Class and regionalism in Modern Britain. - The development of trade unions and Welfare reform - Life in the Weimar Republic during the crisis years - Life in the Weimar Republic during the golden years	- The development of women's roles in society, Unemployment in the 1930s, The NHS, the permissive society of the 1960s - The growth of media. The impact of war on society. - Life in Nazi Germany for groups such as workers, women and young people - Life for persecuted groups in Nazi occupied Europe such as Romany, Sinti and Jewish people.
Politics, the military, and power 	- The Norman Conquest and imposition of control over England - Rebellion and resistance movements against the monarchy such as the Peasant's Revolt - Medieval power struggles between Monarchy, the Church and the nobility such as Henry II and Thomas Beckett and the Magna Carta - Renaissance power struggles between Monarchy, the Church and the nobility such as Henry VIII's break from Rome and the Gunpowder	- The changing power of the Parliament and the monarchy in C17th - Rebellion and resistance movements against slavery - The rise of protest and rebellion in relation to political rights such as increasing enfranchisement - Power struggles in Europe as a cause of World War One	- Conquest and invasion in Europe and Asia during C20th - The rise of Fascism in Germany - The differences between Communism and Capitalism in C20th - Superpowers and their struggle for control around the world	- Protest movements against the Vietnam war - Capitalism and Communism in Vietnam, Cambodia and Laos - The impact of Laissez-Faire government attitudes on the health of the people - The increasing role of government in caring for the health of people in Britain in C20th - American ideas of conquest and control over land in the West	- The struggle between the North and South during the American Civil War - Reconstruction in the South after the Civil War including the emancipation of African Americans - Elizabethan government and monarchy - The succession and marriage crises of Elizabeth's reign	- Voting, reform and elections. - The development of political parties, conservatism and liberalism in 20th century Britain. - The abdication of the Kaiser and the Weimar Constitution - The problems of coalition government - The rise of Fascism and the Nazi party - The Nazi seizure of power in Germany	- Universal suffrage. The development of the Labour Party. New Liberalism and socialism. - Twentieth century war and 'One-nation conservatism - General elections - Nazi use of propaganda and terror to control German people - Nazi invasion and conquest of Europe - Resistance and opposition against the Nazis
Economy and Finance 	- The Domesday Book and taxation as a form of control - Economic motivation for events such as the Peasant's Revolt - Financial problems and their consequences such as the closure of the monasteries	- The role of taxation in causing the English Civil War - The impact of the increasing wealth of Britain during the industrial age and the age of Empire - Economic motivation for events such as the Titanic disaster and working conditions in factories	- The consequences of the Treaty of Versailles on Germany - Life during the Great Depression in Germany and America - The financial impact of warfare	- The financial impact of the Vietnam war - Taxation as a method of caring for the health of the nation - Economic factors in the push and pull of migrants to the West Coast of America	- Economic challenges after the American Civil War - The Elizabethan inflation crisis and subsequent poverty increase	- Stop Go economics and the post war consensus - The Economic problems caused by the Treaty of Versailles - The hyperinflation crisis of 1923 - Economic recovery under Stresemann - The Great Depression in Germany	- Nationalisation, unemployment and the Wall St Crash. The General Strike. - Butskellism in 1950s Britain. - Nazi policies to recover after the Great Depression - Nazi economic policies to prepare for war - The economic impact of World War Two on Nazi Germany



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History Curriculum Map –Disciplinary Knowledge Progression (1)



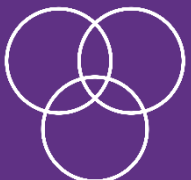
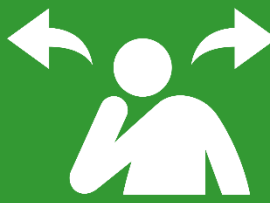
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Causes and Consequences 	Students will be able to identify the causes of events such as the Battle of Hastings and the Crusades Students will be able to identify the consequences of events such as the Black Death.	Students will be able to describe the causes of events such as the English Civil War and political protest in the C19th. Students will be able to describe the consequences of events such as the English Civil War and the Industrial Revolution.	Students will be able to explain the causes of events such as World War Two and the Cold War. Students will be able to explain the consequences of events such as World War One and the Great Depression.	Students will be able to explain multiple causes of events, such as the Vietnam War, using well-chosen contextual knowledge. Students will be able to explain multiple consequences of events, such as, the Vietnam War, using well-chosen contextual knowledge.	Students will be able to explain multiple causes of events, such as the American Civil War, using well-chosen contextual knowledge and they'll be able to make a judgement on the most important cause. Students will be able to explain multiple consequences of events, such as the Plains Indian Wars, using well-chosen contextual knowledge and they'll be able to make a judgement on the most important consequence.	Students will be able to explain multiple causes of events, such as the Hyperinflation Crisis of 1923, using precise and specific contextual knowledge and they'll be able to make a judgement which links together causes. Students will be able to explain multiple consequences of events, such as Stresemann's political tenure, using precise and specific contextual knowledge and they'll be able to make a judgement which links together consequences.	Students will be able to explain multiple causes of events, such as the rise of resistance to Nazi control, using precise and specific contextual knowledge and they'll be able to make a substantiated judgement which links together causes in a complex way. Students will be able to explain multiple consequences of events, such as the rise of the Nazis to power in Germany, using precise and specific contextual knowledge and they'll be able to make a substantiated judgement which links together consequences in a complex way.
Change and Continuity 	Students will be able to identify elements of change and continuity between the time periods they study in year 7 (1000-1600). For example, that Christianity remains an important force but that the dominant religion in England changed from Catholicism to Protestantism.	Students will be able to describe elements of change and continuity between the time periods they study in years 7 and 8 (1000-1900). For example, that there has always been a class system in Britain which creates problems for the poorest people but that the problems have changed significantly between medieval peasant farmers and industrial workers in the 1800s.	Students will be able to explain elements of change and continuity between the time periods they study in years 7,8 and 9 (1000-2000). For example, that Britain has faced numerous threats from invasion and warfare but that the threat posed by the Blitz in the 1940s has changed significantly from that of the Norman invasion in 1066.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and to reach a supported judgement as to the most important reason as to why something has changed in their study of Britain and Health. For example, considering whether Government has been the most important reason for improvements to Public Health.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and to reach a supported judgement as to the most important reason as to why something has changed in their study of Britain and Health. For example, considering whether Government has been the most important reason for improvements to Public Health.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and they'll be able to make a substantiated judgement which links together elements of change and continuity in a complex way. For example, considering the extent to which the Germany economy changed after the hyperinflation crisis of 1923.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of change and continuity and they'll be able to make a substantiated judgement which links together elements of change and continuity in a complex way. For example, considering the extent to which Nazi policies towards Jewish people were consistent between 1933 and 1945.
Significance and Importance 	Students will be able to identify some simple ways a person or event might be significant, such as examining what the legacy of Richard III might be.	Students will be able to describe some ways a person or event might be significant, using a simple criterion such as 'they created change', for example considering which aspect of the English Civil War is the most important.	Students will be able to explain some ways a person or event might be significant, using a criteria such as 'they created change in the short and long term', for example considering the 'hottest' moment of the Cold War.	Using a criteria, such as long- and short-term impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a supported judgement as to the most important aspect of a person or event. For example, considering the long- and short-term significance of the development of the Germ Theory.	Using a criteria, such as long- and short-term impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a supported judgement as to the most important aspect of a person or event. For example, considering the long- and short-term importance of the Elizabethan Middle Way.	Using a multi-faceted and complex criteria, such as long- and short-term impact as well as positive and negative impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a substantiated judgement as to the most important aspect of a person or event. For example, the significance of the Treaty of Versailles on C20th Europe.	Using a multi-faceted and complex criteria, such as long- and short-term impact as well as positive and negative impact, students will be able to use well-chosen contextual knowledge to explain multiple elements of significance and importance. They should also be able to reach a substantiated judgement as to the most important aspect of a person or event. For example, the significance of the legacy of the Holocaust on European Jewish people.



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History Curriculum Map –Disciplinary Knowledge Progression (2)



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Similarities and Differences 	Students will be able to identify some simple elements of similarity and difference between peoples' lived experiences in the time periods studied, for example identifying similarities between Muslims and Christians in the Medieval world.	Students will be able to describe some elements of similarity and difference between peoples' lived experiences in the time periods studied, for example describing differences between perspectives of the British Empire.	Students will be able to explain some elements of similarity and difference between peoples lived experiences in the time periods studied, for example explaining similarities and differences between British peoples' experiences of World War One.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference. They should also be able to reach a supported judgement as to the main areas of significance or difference. For example, comparing the work of key individuals such as Pare and Lister in Britain and Health.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference. They should also be able to reach a supported judgement as to the main areas of significance or difference. For example, comparing the work of key individuals such as Pare and Lister in Britain and Health.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference and they'll be able to make a substantiated judgement which links together elements of similarity and difference in a complex way. For example, considering the extent to which the experiences of Women and Jewish people were similar during the Weimar Golden Age.	Students will be able to use well-chosen contextual knowledge to explain multiple elements of similarity and difference and they'll be able to make a substantiated judgement which links together elements of similarity and difference in a complex way. For example, considering the extent to which the experiences of Women and Jewish people were different during Nazi control over Germany.
Sources and Interpretations 	Students will be able to identify the key features of historical sources and interpretations of the past. For example, the message, tone, author, time, purpose, place or audience.	Students will be able to describe the key features of historical sources and interpretations of the past using some simple contextual knowledge. For example, the message, tone, author, time, purpose, place or audience.	Students will be able to explain the key features of historical sources and interpretations of the past using some contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be useful to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using well-chosen contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be useful to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using well-chosen contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be useful to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using precise and specific contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be of value to an historian investigating a particular question. Students will also be able to use these features to assess any limitations the source or interpretation might have to an historian investigating a particular question.	Students will be able to explain the key features of historical sources and interpretations of the past using precise and specific contextual knowledge. For example, how the message, tone, author, time, purpose, place or audience might be of value to an historian investigating a particular question. Students will also be able to use these features to assess any limitations the source or interpretation might have to an historian investigating a particular question.
Chronological Understanding 	Students will be able to place key events in order and identify key features of time periods studied.	Students will be able to place key events in order and describe key features of time periods studied.	Students will be able to place key events in order and explain key features of time periods studied.	Students will be able to place key events in order and explain key features of time periods studied using well-chosen contextual knowledge. Students will also be able to make links and connections between the time periods they've studied. For example, in 1861 the Germ Theory was developed, and the American Civil War started.	Students will be able to place key events in order and explain key features of time periods studied using well-chosen contextual knowledge. Students will also be able to make links and connections between the time periods they've studied. For example, in 1861 the Germ Theory was developed, and the American Civil War started.	Students will be able to place key events in order and explain key features of time periods studied using precise and specific contextual knowledge. Students will also be able to make links and connections between the time periods they've studied. For example, in 1914 the outbreak of World War One impacted both Britain and Germany.	Students will be able to place key events in order and explain key features of time periods studied using precise and specific contextual knowledge. Students will also be able to make links and connections between the time periods they've studied. For example, in 1914 the outbreak of World War One impacted both Britain and Germany.
Historical Enquiry 	Students will be able to identify questions to ask of the past, such as who, what, why, when and how?	Students will be able to pose and answer simple questions relating to the past, such as what should Oliver Cromwell's legacy be?	Students will be able to pose and answer questions relating to the past, such as what was the hottest moment of the cold war?	Students will be able to pose and answer more complex questions relating to the past, such as why did the Americans lose the Vietnam war?	Students will be able to pose and answer more complex questions relating to the past, such as to what extent was Elizabeth's reign a golden age?	Students will be able to create and form their own questions relating to the past to consider the past from a range of different perspectives. For example, if the Weimar Constitution was such a democratic system of government, why was Germany's post war government so unstable?	Students will be able to create and form their own questions relating to the past to consider the past from a range of different perspectives. For example, if the Weimar Constitution was such a democratic system of government, why was Germany's post war government so unstable?



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History Disciplinary Vocabulary



Key Stage Three	Key Stage Four	Key Stage Five
← Reinforce Previous from KS2	← Reinforce Previous	← Reinforce Previous
Cause	Inference	Tone
Consequence	Provenance	Developed
Similarity	Interpretation	Evaluate
Difference	Define	Argument
Importance	Link	Debate
Significance	Judgement	Validity
Change	Complex	Analyse
Continuity	Utility	
Source	Limitations	
Interpretation	Time	
Identify	Author	
Describe	Purpose	
Explain	Place	
Factor	Audience	
Reason	Convincing	
Compare	Contextual Knowledge	
Chronology		



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History Key Vocabulary



	Year 7			Year 8		Year 9		Year 10			Year 11		Year 12			Year 13		
Autumn 1	The Norman Conquest			The English Civil War		World War One and its Aftermath		The Vietnam War			Conflict with the Native Americans		C20th Political System The Weimar Republic			World War One and its Impact Nazi Consolidation of Power		
	Conquest	Feudal		Parliament	Tyrant	Shell shock	Treaty	Vietnamisation	Civil rights	Offensive	Massacre		Chancellor	Kaiser	Constitution	Nazism		
	Chronology	Hierarchy		Execution	Republic	Armistice	Quaker	Domino theory	Guerrilla	Congress	Reservation		Communist	Proportional Representation	Diktat	Volksgemeinschaft		
	Claimants			Civil War	Restoration			Capitalism	Massacre	Buddhist			Spartacist	Republic	Reichstag			
										Dictatorship								
Autumn 2	Medieval Life			The British Empire		The Interwar World		Medieval and Renaissance Medicine			Elizabethan Religion and Government		1960s in Britain Germany's Crisis Years			World War One and its Impact The Nazi State		
	Catholic	Jewish	Heraldry	Triangular Trade	Sepoy	Capitalism	Weimar	Pandemic	Humours	Inference	Clergy	Heretic	Freikorps	Putsch		Jungvolk		
	Religion	Bubonic		Abolitionists	Rebellion	Boom	Fascism	Pestilence	Renaissance	Trepanning	Court	Legislation	Mittelstand	Stormtroopers		Sopade		
	Revolt	Plague		Resistance		Depression	Communism	Miasma	Cauterisation	Dissection	Excommunicated	Patronage						
											Heir	Privy Council						
										Puritan								
Spring 1	The Medieval World			The Industrial Revolution		The Rise of the Nazis		A revolution in Medicine			Elizabeth's religion and government		1960s in Britain Weimar Golden Age			World War Two and its impact The Nazi racial State		
	Crusades			Entrepreneur	Population	Fuhrer		Gong farmer		Laissez-Faire		Recusant	Vestments	Cliques		Aryan	Pogrom	
	Empire			Census	Turnpike	Aryan		Inoculation		Public health		Reformation		New Woman		Asocial	Reichkristallnacht	
	Muslim			Domestic	Toll	Appeasement		Antiseptic		Quack		Suitor		Expressionism		Einsatzgruppen	Untermenschen	
	Pilgrimage							Aseptic		Vaccination		Uniformity		Bauhaus		Eugenics		
Spring 2	Medieval Monarchy			C18th and C19th Politics, society and protest		World War Two		Modern Medicine			Life in Elizabethan times		End of post war consensus The Great Depression			World War Two and its impact The impact of World War Two on Germany		
	Parliament	Power		Revolution	Transportation	Evacuation		Antibiotic		Welfare State		Alms	Gentry	Shanty town	Free trade		Free trade	Total War
	Politics	Legacy		Workhouse	Guillotine	Blitzkrieg		Magic Bullet		Reform		Armada	Inflation	Coalition	Home Rule		Home Rule	Vichy-France
					Orphan	Home Front					Circumnavigation	Privateers	Plot	New Liberalism		New Liberalism	Consensus	
											Colony	Vagrant	Ideology	Fenians		Fenians	Rationing	
			Enclosure	Yeoman	Tariff reform													
Summer 1	The Early Tudors			Victorian and Edwardian society		The Holocaust and the Cold War		Expansion West and Native American life			Challenges at home and abroad for Elizabeth		End of post war consensus The collapse of democracy in Germany			Revision and Exams		
	Power			Gilded		Antisemitism	Euthanasia	Manifest Destiny	Proselytise		Illegitimate		Fuhrerprinzip		House of Lords			
	Protestant			Suffragette		Persecution	The Final Solution	Nomadic	Counting coup		Martyr		Antisemitism		Liberal reforms			
	Illegitimate			Suffragist		Segregation	Perpetrator	Succession	Polygamy		Regicide		Propaganda		Labour			
						Extermination	Iron Curtain								Franchise			
Summer 2	The Elizabethans and Stuarts			World War One		The Korean War		The American Civil War and the Homesteaders			Revision and Exams		The collapse of democracy in Germany NEA coursework			Revision and Exams		
	Treason			Propaganda	Colonies	Parallel		Reconstruction		Segregation				Arminianism	Jacobean	Absolutism		
	Succession			Empire	No man's land	United Nations		Confederacy		Exodusters				Calvinist	Interregnum	Episcopacy		
	Heir			Nationalism	Trench	Veto		Succession		Constitution				Reformation	Predestination	Prorogue		
	Colony			Imperialism	Recruitment	Stalemate					Divine Right			Regicide	Habeas Corpus			
	Puritan			Assassination	Conscription						Presbyterian			Puritanism	Recusancy			