

# Long-term overview for History

## YEAR 7

### Why should gunpowder, treason and plot never be forgotten?

**What do we know about the gunpowder plot?**

**How did Henry VIII change the way we worship?**

**Why was Elizabeth I's reign known as a time of exploration and discovery?**

**Why did we have a civil war and who were the roundheads and cavaliers?**

**Could the Great Fire may have been one of the best things that happened to London?**

### Disciplinary Knowledge

#### Chronology & Causation

- To have a secure understanding of a British timeline that extends from the Stone Age to the present day
- To show a chronologically secure knowledge and understanding of local, national and global history
- To be able to tell the story of events within and across the time periods studied
- To describe connections, contrasts and trends over short and longer time periods
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Accurately use dates and terms to describe historical events;
- Know and describe in some detail the main changes to an aspect in a period of history being studied

#### Historical Enquiry

- Recognise when they are using primary and secondary sources of information to investigate the past
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Use a wide range of different evidence to collect evidence about the past
- To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context

#### Interpretation & Significance

- Show an awareness of the concept of propaganda and censorship
- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past;
- Realise that there is often not a single answer to historical questions
- Discuss trends over time
- See the relationship between different periods and the legacy or impacts for people today

# History Year 7 Knowledge Organiser

## Main Learning: Significance – Gunpowder plot, treason and creating the British Empire

### Key knowledge

#### Know about treason, plots and the civil war

Know about the Gunpowder plot

Know how Henry V changed the way we worship

Know why Elizabeth 1's reign was a time of exploration and discovery

Know who the roundheads and the cavaliers were

Know why the Great Fire may have been one of the best things that happened to London

### Vocabulary

<b>cavaliers</b>	The name given to the king's followers
<b>roundheads</b>	The name given to the Parliamentarians
<b>treason</b>	When someone acts against his or her country
<b>protestants</b>	A Christian not belonging to the Roman Catholic faith
<b>Cromwell</b>	The leader of the Parliamentarians
<b>Robert Catesby</b>	Leader of the group of Catholics who planned the Gunpowder plot



Prior Knowledge–

# Long-term overview for History

**YEAR 7**

## Who were the Mayans and what have we learned from them?

**Who were the Mayans and when and where did they live?**

**What evidence do we have that the Mayans were an advanced civilisation?**

**How did the Mayans become associated with the ball games pok-ta-pok?**

**What do we know of the rituals carried out by the Mayan civilisation?**

**What caused the Mayan Civilisation to disappear?**

### Disciplinary Knowledge

#### Chronology & Causation

- Show a chronologically secure knowledge and understanding of local, national and global history
- Able to tell the story of events within and across the time periods studied
- Describe connections, contrasts and trends over short and longer time periods
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Accurately use dates and terms to describe historical events;
- Know and describe in some detail the main changes to an aspect in a period of history being studied

#### Historical Enquiry

- Recognise when they are using primary and secondary sources of information to investigate the past
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Use a wide range of different evidence to collect evidence about the past
- Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context

#### Interpretation & Significance

- Show an awareness of the concept of propaganda and censorship
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past;
- Realise that there is often not a single answer to historical questions
- See the relationship between different periods and the legacy or impacts for people today

# History Year 7 Knowledge Organiser

## Main Learning: Civilisations - Mayans

### Key knowledge

#### Know about the Mayans and what they gave society

Know what was happening in Britain when the Mayans were most powerful

Know how different the Mayans and the Egyptian pyramids were

Know how the Mayans' belief in Gods created a culture of sacrifice

Understand how the pok-ta-pok Mayan game could be described as the earliest football match

Understand why the Mayans civilisation died out

### Vocabulary

<b>Chichen Itza</b>	The Mayans most well-known pyramid
<b>Itzamna</b>	The main god of the Maya, Itzamna was the god of fire who created the Earth
<b>codices</b>	Books, made of soft bark and folded like a fan, created by the Mayans
<b>ahau or ahaw</b>	The main king or lord of a Maya city-state
<b>batab</b>	A lesser lord, usually ruling over a small town
<b>Kukulcan</b>	The serpent god of the Maya. One of the primary gods, especially to the Itza peoples of Chichen Itza



#### Prior Knowledge—

# Long-term overview for History

## YEAR 7

### What do we understand by the term 'slavery'?

**What was the slave trade and what was Britain's part in it?**

**Where did slaves come from and go to?**

**What were slave auctions like and what did it feel like to be a slave?**

**What was life like on board the transportation ships?**

**How did the slave trade end?**

#### Disciplinary Knowledge

##### Chronology & Causation

- Show a chronologically secure knowledge and understanding of local, national and global history
- Tell the story of events within and across the time periods studied
- Describe connections, contrasts and trends over short and longer time periods
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;

##### Historical Enquiry

- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Use a wide range of different evidence to collect evidence about the past
- Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context

##### Interpretation & Significance

- Show an awareness of the concept of propaganda and censorship
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past;
- Realise that there is often not a single answer to historical questions
- See the relationship between different periods and the legacy or impacts for people today.

# History Year 7 Knowledge Organiser: Black History

## Main Learning: Significance - Slavery

### Key knowledge

**Know what is meant by the term 'slavery'**

Know where slaves came from

Know where slaves were taken to

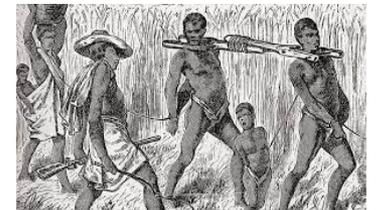
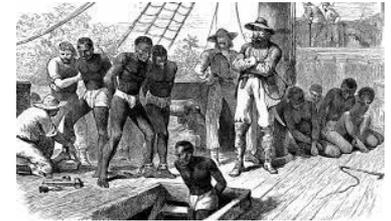
Know why black people were enslaved

Know about how slaves were treated

Know about the people that tried to stop slavery

### Vocabulary

<b>race</b>	A group of people identified as distinct from other groups because of physical or genetic traits shared by the group
<b>slavery</b>	A system of people working hard for no money and being 'owned' by a wealthy person
<b>freedom</b>	The right to act, speak, or think as one wants
<b>abolishment</b>	To put an end to (slavery)
<b>inherently inferior</b>	A belief that black people were less important than white people
<b>Atlantic slave trade</b>	The transportation by slave traders of various enslaved African people, mainly to the America



Prior Knowledge—

# Long-term overview for History

## YEAR 8

### When and why did we create the British Empire?

**Why did Britain start creating a British Empire?**

**How important were the voyages of discovery in making Britain great?**

**Why was the creation of the British Empire not always covered in glory?**

**Why is it important we get to know about India's relationship with the British Empire?**

**Why do we no longer have a British Empire?**

### Disciplinary Knowledge

#### Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
- To identify specific changes within and across different periods over a long period of history
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Name date of any significant event studied from past and place it correctly on a timeline

#### Historical Enquiry

- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Investigate own lines of enquiry by posing historically valid questions to answer
- To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

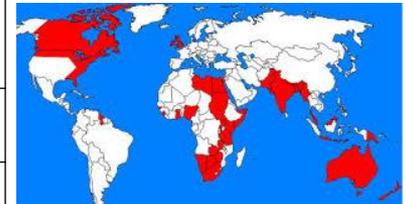
#### Interpretation & Significance

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past
- Start to know the difference between primary and secondary evidence and the impact of this on reliability
- Show an awareness of the concept of propaganda
- Know that people in the past represent events or ideas in a way that may be to persuade others
- Begin to evaluate the usefulness of different sources
- Form own opinions about historical events from a range of sources

# History Year 8 Knowledge Organiser

## Main Learning: Significance – Creation of the British Empire

Key knowledge	Vocabulary	
<b>Know about the creation of the British Empire</b>	<b>empire</b>	An extensive group of states or countries ruled over by a single monarch
Know what is meant by the British Empire	<b>mother country</b>	The UK was often referred to as 'the mother country' by members of the British Empire
Know how important the voyages of discovery were in making Britain great	<b>commonwealth</b>	An international association consisting of the UK together with states that were previously part of the British Empire, and dependencies
Know how far the British Empire extended	<b>colony</b>	A country or area under the full or partial political control of another country and occupied by settlers from that country
Know how Britain made an impact on the world	<b>slavery</b>	Often associated with the early formation of the British Empire
Know why we no longer have a British Empire	<b>empire on which the sun never sets</b>	At one time the British empire expanded across the world so that there was always somewhere where the sun shone (in other words was not night time)



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for History

**YEAR 8**

**What has been the impact of immigration on Britain over the past 100 years?**

**Why have so many people found Britain an attractive place to come to live?**

**Why did so many immigrants meet with prejudice when they arrived in Britain?**

**What is meant by the Windrush generation?**

**Why are there large Asian communities in the North West of England?**

**Who are the individuals from immigrant families that have made an impact on our lives today?**

## Disciplinary Knowledge

### Chronology & Causation

- To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Name date of any significant event studied from past and place it correctly on a timeline.

### Historical Enquiry

- Use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Investigate own lines of enquiry by posing historically valid questions to answer.
- To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.

### Interpretation & Significance

- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Consider different ways of checking the accuracy of interpretations of the past.
- Start to know the difference between primary and secondary evidence and the impact of this on reliability.
- Show an awareness of the concept of propaganda.
- Know that people in the past represent events or ideas in a way that may be to persuade others.
- Form own opinions about historical events from a range of sources.

# History Year 8 Knowledge Organiser

## Main Learning: Significance – Impact of immigration over the past 70 years

### Key knowledge

#### Know about the impact of immigration on Britain over the past 70 years

Know why many people found Britain an attractive place to come to live

Know about the prejudice that many immigrants met when they arrived in Britain

Know what is meant by the Windrush generation

Know why there are large Asian communities in the North West of England

Know about the impact many individuals from immigrant families have on our lives today

### Vocabulary

#### immigration

coming to live permanently in a foreign country

#### prejudice

preconceived opinion that is not based on reason or actual experience

#### Caribbean

the region consisting of the Caribbean Sea, its islands (including the West Indies), and the surrounding coasts – where most on the Windrush travelled from

#### opposition

people who were against the immigration policy

#### Windrush generation

people arriving in the UK between 1948 and 1971 from Caribbean countries – many travelled on MV Empire Windrush

#### Asian community

Large numbers of people living in close proximity in different parts of the country having originated from Pakistan, India and Bangladesh



HISTORY



Prior Knowledge–

# Long-term overview for History

## YEAR 8

### What was the impact of the war on Britain?

**Why did World War 2 start and what part did Hitler have in it?**

**What was appeasement, and was it a cowardly approach?**

**What it was like to be a German child during World War Two?**

**Who was Winston Churchill and what part did he play in the war?**

**How was every town and city affected during and after the war?**

### Disciplinary Knowledge

#### Chronology & Causation

- Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Know date of any significant event studied from past and place it correctly on a timeline

#### Historical Enquiry

- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Investigate own lines of enquiry by posing historically valid questions to answer
- Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

#### Interpretation & Significance

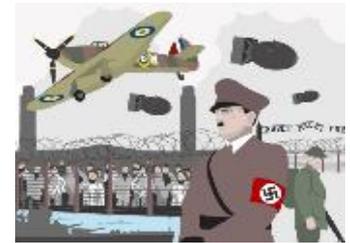
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past
- Start to know the difference between primary and secondary evidence and the impact of this on reliability
- Understand the importance of propaganda and censorship and that they are sometimes necessary
- Appreciate that people in the past represent events or ideas in a way that may be to persuade others
- Form own opinions about historical events from a range of sources

# History Year 8 Knowledge Organiser

## Main Learning: Significance – Impact of World Wars

Key knowledge
<b>Impact of World wars on ordinary people in the locality</b>
Know how lives of ordinary people started to change after WW1
Make use of evidence to find out why WW2 happened
Know the impact of Chamberlain's speech on the country
Make use of local evidence to find out about the impact of the wars on local people's lives
Know about the issues people faced after WW2 ended

Vocabulary	
<b>axis</b>	Countries which fought on the German side including Italy, Germany and Japan
<b>Allies</b>	Countries which fought on the British side during WW2 (including: USA, Great Britain, France and Russia)
<b>propaganda</b>	Controlling news media (such as radio) to depict the war effort
<b>no man's land</b>	The area between the two sides during battle.
<b>Armistice Day</b>	The day the agreement was signed between the Allies and Germany to end the war on 11 <sup>th</sup> November
<b>conscription</b>	A rule that said ALL healthy men aged 18 – 41 had to fight



Prior Knowledge–