



St Joseph's RC Middle School

History Subject Overview

	Autumn Term	Spring Term	Summer Term
Year 5	<p>Ancient Egypt To geographically know where Egypt is and its physical features. To know how Ancient Egyptians farmed on the banks of the Nile. To understand the process of mummification. To know the Egyptian hierarchy. To know that much of what we know in history comes from archaeology. To write a report on the discovery of Tutankhamun.</p>	<p>A study of the Shang Dynasty. To chronologically understand when the Shang Dynasty existed. To understand the importance of historical evidence. To know the difference between primary and secondary sources. To know how and why the Shang Dynasty came to an end. To infer what information we can get from a range of different sources.</p>	<p>A local study – Hexham Abbey To understand the importance of chronology. To understand a day in the life of a monk in medieval Britain – journal entry. Visit to Hexham Abbey. To know what life was like in medieval monasteries. To know the role of Henry VIII and the dissolution of the monasteries. Trip to Hexham Abbey To use a range of sources and your trip to the Abbey to accurately write a diary entry which shows the daily life of a medieval monk.</p>
Year 6	<p>The Great Depression To know what life was like in the 1930s. To know the causes of The Great depression. To know how life in Jarrow was affected by the Great depression – iPad trailer. To understand that the Great Depression didn't affect everyone in the same way. To know what the government did to try and end the depression, both good and bad. A local study of Jarrow Crusade and the effects of the Great Depression on the North East. To write a letter to the PM about the state of Britain during the Great Depression.</p>	<p>WWII To know why there was a second World War. To be able to place WWII on a timeline with other events in the 20th C. To understand why we know so much about WW2 link to recent and therefore primary sources available. To understand why children were evacuated and what their experiences were like. To know what is meant by 'The Blitz.' To understand the role of women in the war and the affect this had on changing society. To be able to explain the importance of rationing. To be able to discuss a piece of evidence's usefulness in relation to a range of different sources</p>	<p>Viking Anglo-Saxon struggle for Britain To know who the Vikings were and where they came from. To understand their beliefs and religion. To know why and how Vikings raided England. To know what is meant by the Danelaw and Danegeld. To know why Alfred was labelled as The Great. To be able to compare Viking and Anglo- Saxon life. To know how England became a unified country under the rule of a single Viking king. To know who Edward the Confessor was and the impact he had before his death in 1066. To begin to understand that Britain historically has always been an area of migration. To be able to write a biography on Alfred the Great using a range of sources as evidence</p>

<p>Year 7</p>	<p>1066 – Battle of Hastings To know the claimants to the English throne in 1066. To compare the Anglo-Saxon and Norman weapons and tactics. To know why William won the Battle of Hastings. To know how William conquered England – harrying of the North. How William kept control of England. To know about the Domesday Book. To understand the development of the feudal system. To develop understanding that Britain historically has always been an area of migration. To be able to write a report on the Battle of Hastings using evidence to support.</p>	<p>The struggle between the monarchy, parliament and religion To be able to decide who was responsible for the murder of Thomas Becket. To know who King John was and why he was so disliked. To know what the Magna Carta is and its importance in society today. To know the importance of de Montford and his resistance to the crown. To understand the reasons and impact of the Black Death. To know what led to the Peasant’s Revolt and its importance in shaping the future for common people. To know how laws are made today. To understand the evolution of Parliament. To evaluate the impact of the Black Death on Britain.</p>	<p>The English Civil War To know what life was like in the 1500s. To know what caused the country to divide itself in 2 and which members of society generally allied with each side. To know the weapons used during the English Civil War. To know who Oliver Cromwell was and his rise to become Lord Protector and win the Civil War. To be able to discuss the impact of Britain’s only time without a monarchy Under Cromwell’s Commonwealth. To understand the evolution of Parliament and democracy. To be able to explain why there was Civil War in Britain.</p>
<p>Year 8</p>	<p>The French Revolution To be able to locate key events of the French Revolution on a timeline. To understand France’s Estate system. To know what life was like before the French Revolution. To understand the importance of the Third Estate in changing France. To know what happened in the Storming of the Bastille. Using primary sources to understand the causes of the French Revolution. To comment on if the revolution made France fairer. To know what happened to Louis XVI and the Reign of Terror. To know how napoleon Bonaparte changed France. To be able to discuss a range of sources in detail thinking about who created it, why it was created, who for and its usefulness.</p>	<p>The Industrial Revolution To know what is meant by the term Industrial Revolution. To know why there was a population boom in Britain and why people were moving from countryside to towns – the importance factories to house the great machines and new inventions. To understand what life was like in the factories. To know what impact factories had on town life and health. To know what the New Poor Law was and the establishment of workhouses. *To understand the importance of developments in transport and communication around Britain and how this aided the Industrial Revolution. To know how conditions changed during the Industrial Revolution and human rights were improved. To understand the need for reform during the Industrial Revolution – human rights. Trip to Beamish To write a report on the conditions in factories during the Industrial Revolution using evidence to support your claims.</p>	<p>Slavery To know what the Slave Triangle is. To understand the link between aristocracy of British elite and their need for luxuries with the export of goods from our Industrial Revolution and the added atrocity of capitalizing on slavery from Africa to America. To be able to explain the middle part of the slavers’ voyage. To understand how slaves were sold. To understand the abolition milestones and link to human rights. To understand the need for reform during the Industrial Revolution – human rights. To explain why slavery was important to Britain but why and how it was abolished.</p>