**Middle School – History Curriculum overview**

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| **Year 7 – Historical Theme – The lives of ordinary people over time.**  **What?** The Story of Year 7 is to follow the human development of the lives of the group we describe as ‘ordinary’ people. Students will consider the concept of diversity and challenge their perspective of ordinary people and their importance in the development of society across time and space. Students will consider the historical concepts of Change and continuity, cause and effect and significance in evaluating the lives of ordinary people from Prehistoric times to the present.  **Why?** To develop an understanding that the vast majority of the people who have lived in this world come from the group we think of as “ordinary people.”  Although individuals rarely receive mention in the history books if they are “ordinary,” they have always, and always will remain the strongest force that shapes historical events. To understand that ‘ordinary people’ are not a homogenous group and are made up of many diverse sub groups that affect their historical position, experience and significance.  Throughout history, the ordinary people shape history, build the great people, and move society forward or backward.  The rules of society, the morals, religions, economics, and every facet of a society are established by the majority, not by a few great leaders. | | | | | | | | | | | | | |
| Year 7 | |  | | Autumn 1  (7wks) | Autumn 2  (8wks) | | Spring 1  (6wks) | | Spring 2  (6wks) | | Summer 1  (6wks) | | End of Year evaluation |
| Year 7  The lives of Ordinary People | | Topic | | The Ancient World | The Medieval World | | The American West | | The Industrial World | | The Civil Rights Movement | | End of Year evaluation |
| What? | | The lives of ordinary people in the Ancient World.   * Prehistoric Scotland * Ancient Egypt * Ancient Rome | The progress and development of the life of ordinary people in the Middle Ages.   * Medieval Britain * Baghdad | | The impact of colonisation on the ordinary lives of Native Americans. | | The effect of industrialisation on the lives of ordinary people in Britain. | | The impact of the Civil Rights movement on the lives of African Americans. | | The most significant changes in the lives of ordinary people since Ancient times. |
| So that....  (Why) | | 1.We can show change and continuity are interwoven, working together over time.  2. We can appreciate that ordinary people can have very different experiences within a single society based on their diversity. | 1.We can understand that there are many flows of change and continuity and that not all flows are in the same direction.  2.we can show that there are often many interpretations of the past based on different viewpoints and perspectives. | | 1.The decisions and actions of one group of people can have unintended consequences on the lives of others.  2. We understand that people see events differently depending on their experience and the context in which they lived at the time. | | 1.We can investigate the effect of technology and its impact on the lives of ordinary people. | | 1.We can identify ways in which ordinary people can work together to make changes in their everyday lives. | | 1.We recognise that events, people and developments are seen as significant because they result in change.  2.We can construct a criterion for evaluating significance and making judgements. |
| Learning Focus | | Would you have liked to have lived in the Ancient World? | How ‘dark’ were the Middle Ages? | | What impact did settlement of the west have on Native American Culture? | | Did life get better during the Industrial Revolution? | | In what ways did the lives of African Americans change between 1865 and 1965? | | In what significant ways did the lives of ordinary people change over time? |
| Assessment | | Essay:  Where would you have rather lived in the Ancient World?  Perspectives | Guidebook:  To what extent was the Middle Ages all ‘muck and misery’?  Continuity and change | | Essay:  What effects did the settlement of the USA have on the Native American way of life?  Cause and consequence | | Presentation:  What was the most significant invention of the Industrial Revolution?  Consequence/Significance | | Essay:  To what extent did the Civil Rights Movement achieve equality for African Americans?  Continuity and Change | | End of Year Assessment:  Using a theme of your choice - What were the significant developments in the lives of ordinary people?  Significance |
| **Year 8 – Historical Theme – The story of Power and protest**  **What?** The story of the development of democratic systems and the movement of power throughout the past.  **Why?** To develop an understanding that power is a tangible concept that controls societies across the world. To understand that there are different models of government and that over time social and economic forces have shaped the government systems of many countries. Student should question the significance of the individual in history and how ordinary people have fought for the right to share in the power. | | | | | | | | | | | | | |
| Year 8 | |  | | Autumn 1  (7wks) | Autumn 2  (8wks) | | Spring 1  (6wks) | | Spring 2  (6wks) | | Summer 1  (6wks) | | End of year evaluation |
| Year 8  Power and Protest | | Topic | | The establishment of absolute monarchs | Limits to power of Medieval monarchs | | The development of constitutional monarchy | | The development of parliament | | The establishment of democracy and expanding franchise | | Significant events in the story of power and protest. |
| What? | | The establishment of monarchy after 1066.  What impact did the battle have on England?  The rule of William I – how much power did he have by 1087? | What limits the power of medieval kings?  How significant was the church?  What is the impact of Magna Carta? | | Why did Charles lose his head? How had parliament grown in power?  Why was the monarchy restored? How did this limit the power of the monarchy? | | How did parliament grow over time?  When did power exchange hands?  How significant were the first prime ministers? | | How did ordinary men win the vote?  Why were people so angry? How did they protest for change? Which methods of protest were most successful? | | What are the most significant events in the story of power and protest? |
| So that....  (Why) | | 1.We can show change and continuity are interwoven, working together over time.  2. We understand the concept of power and that there is no such thing as absolute power? | 1.We understand that people see events differently depending on their experience and the context in which they lived at the time.  2.We recognise that events, people and developments are seen as significant because they result in change. | | 1.We can show change and continuity are interwoven, working together over time.  2. We understand that power can change hands and that it can be shared. | | 1. We recognise that events, people and developments are seen as significant because they result in change.  2.We can construct a criterion for evaluating significance and making judgements. | | 1.We understand that people see events differently depending on their experience and the context in which they lived at the time.  2.We recognise that events, people and developments are seen as significant because they result in change. | | 1.We understand that people see events differently depending on their experience and the context in which they lived at the time.  2.We recognise that events, people and developments are seen as significant because they result in change. |
| Learning Focus | | The Norman conquest –the establishment of absolute monarch. | How powerful were Medieval Monarchs? | | How and why was Monarch Challenged 1500-1750? | | How and why was Monarch Challenged 1500-1750? | | How did people Fight for the Vote | | What are the significant changes in the story of power and protest |
| Assessment | | Essay:  What did the English think of William?  Perspectives | Essay:  Is it fair that King John had such a bad reputation?  Perspectives | | Mock Trial:  Why was Charles I executed?  Causation | | Essay:  Did Parliament really change so little between 1265 to 1832?  Change and continuity | | Speech:  What is the best way to achieve political change?  Perspectives | | End of Year Assessment: Which is the most significant event in the story of power and protest?  Significance |
| **Year 9 – Historical Theme – Expansion and Interconnection**  **What?** Year 9 tells the story of developing human interaction and interconnection across the six continents of the world. Focusing on world history from 250and – to the present day students will consider how small, isolated pockets of civilization developed increasingly complex interactions and the causes of this. Students will evaluate the opportunities and challenges that this has brought via a study across time and space.  **Why?** Students live in an increasingly complex world and the current and future generations need to know the opportunities and challenges that their world presents. They should be aware that increasingly complex human interaction brings great benefits but is extremely fragile and requires careful stewardship from informed and empathetic twenty first century global citizens.  **Key Concepts:** Junctions/interaction/connection/fragility/opportunity/cost/tension/conflict/equity | | | | | | | | | | | | | |
| Year 9 |  | | Autumn 1  (7wks) | | | Autumn 2  (8wks) | | Spring 1  (6wks) | | Spring 2  (6wks) | | Summer 1  (6wks) | |
| Year 9  Conflict and Colonization | Topic | | East meets West | | | The New World | | The Genocide project - global Persecution | | Why was the first half of the twentieth century so violent? | | Breaking free and Breaking out | |
| What? | | Inter-trade and cultural connections of the Ancient and Early Modern period across the globe.  Rome – Expansion and decline  Silk Road - trade  Baghdad - culture  Crusades - religion | | | European Conquest of the New World and their interactions with the Native populations.  The Development of the Slave Trade.  Columbus  First Colonies  Aztecs  Slavery | | The events and effects of the holocaust on minorities in Nazi Germany and other Genocides in the world. | | The ‘bloody’ events of the first half of the twentieth century – WW1, WW2, Holocaust, Hiroshima and Nagasaki.  Authoritarian regimes  Conceptual understanding of causes of this conflict and violence. | | Breaking free – decolonization in the Twentieth century.  Social change  Immigration patterns  Population  Breaking out – objects that have changed the world. | |
| So that....  (Why) | | We understand that from the early civilisations humans have had interactions across the globe and that there are benefits and costs to developing such relationships.  Cause and effect | | | We understand that there is often an imbalance in territorial expansion and that this can lead to inequity and result in conflict. From different perspectives there are winners and losers. | | We are aware of the importance of Human Rights and can appreciate the dangers of intolerance, extremism and persecution. | | We understand that growing inequities within an international system will lead to injustice and conflict. | | We understand that increasing global interaction comes with opportunities but creates challenges that must be overcome. | |
| Learning Focus | | What were the advantages and disadvantages of early interactions? | | | What was the impact of expansion to the New World on other communities? | | ‘Never shall we forget’ - The Holocaust and contemporary genocide – a study. | | The impact of Global inequity in the nineteenth century and the resulting period of fermentation caused many of the key conflicts of the Twentieth Century | | An age of decolonization, increasing freedom and independence. | |
| Assessment | | Essay  How beneficial was the relationship between the East and the West?  Cause and Consequence | | | Speech  For the abolition of slavery  Perspective | | Museum Project:  `Creation of an exhibit into the Holocaust and contemporary genocide.  PBL – Historical inquiry | | Essay  Why was the first half of the twentieth century so violent?  Causation | | Significance  Cross curricular with geography | |