



# Cambridge Park Academy

Character - Preparation - Achievement

## KS 4 History Formal Curriculum Entry Level 1 to 3

### Curriculum Intent:

In KS4, we aim for our pupils to further develop and embed skills and knowledge learned in KS3. We aim for our pupils to develop their historical knowledge, enquiry and curiosity by engaging them in learning about time periods that have been carefully considered to ensure pupils can build on their skills and knowledge.

We share the aims of the OCR Entry Level specification by giving our pupils opportunities to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history
- develop and extend their knowledge of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

### Developmental Stages and Ages

Stage 4 5 years <small>(The bridge from the foundation curriculum to the formal curriculum)</small>	Stage 5 5-6 years	Stage 6 6-7years	Stage 7 & 8 7-9 years	Stage 9 &10 9-11 years
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### Long Term Plan

Cycle	Autumn	Spring	Summer
Year 1	Crime & Punishment	The Viking Age	The Elizabethans

Substantive Knowledge



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Term	Autumn		
<b>Key Topic</b>	<b>The People's Health</b> <i>Pupils will explore health during Industrial Britain by studying living conditions, plague and the responses to outbreaks and government approaches to public health. They will look at the changes in healthcare across Britain into the 1900s, discussing healthcare break-throughs and the impact these had on the people of Britain.</i>		
	Entry 1	Entry 2	Entry 3
<b>Knowledge</b>	<ul style="list-style-type: none"> <li><b>Industrial Britain c.1750-1900</b></li> <li>Begin to know what the 'Industrial Revolution' was.</li> <li>Begin to know that Britain changed a lot during the Industrial Revolution, <i>e.g. more factories, towns got bigger, more people lived in cities.</i></li> <li>Begin to know how poor people lived, <i>e.g. overcrowded slums, dirty water, little food, no proper toilets.</i></li> <li>Begin to know that cholera was a serious sickness.</li> <li>Begin to know that cholera spread quickly and made many people die.</li> <li>Understand that people did not know anything about germs during the Industrial Revolution.</li> <li>Begin to know some government responses to the cholera epidemic, <i>e.g. building sewers, made rules to keep the streets clean.</i></li> <li><b>Britain Since c.1900</b></li> <li>Begin to know how Britain changed since 1900, <i>e.g. new inventions, cars, electricity, the NHS.</i></li> <li>Know that most people live in cleaner homes with running water and toilets.</li> <li>Begin to know some of the responses to disease, <i>e.g. vaccines for smallpox.</i></li> <li>Know that we have an NHS and begin to describe what this is.</li> <li>Know that the government helps people stay healthy, <i>e.g. giving free healthcare, healthcare campaigns (advertisements on TV and posters).</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Industrial Britain c.1750-1900</b></li> <li>Know what the 'Industrial Revolution' was.</li> <li>Know that Britain changed significantly during the Industrial Revolution, <i>e.g. cities grew due to more job prospects, overcrowding impacted health.</i></li> <li>Describe how poor people lived, <i>e.g. crowded housing, dirty water, poor food, sanitation (toilets, dirty streets, sewage).</i></li> <li>Know that cholera outbreaks happened in 1830s and 1840s.</li> <li>Know one public response to stop the spread of cholera, <i>e.g. quarantine the sick.</i></li> <li>Know a government response to the cholera outbreak, <i>e.g. hiring health officers as part of the Public Health Act 1848.</i></li> <li>Describe what health officers did to attempt to stop the spread of cholera, <i>e.g. check water, street cleaning, removal waste.</i></li> <li><b>Britain Since c.1900</b></li> <li>Know how Britain has changed during 1900s, <i>e.g. war, new medicines and technology.</i></li> <li>Know that housing changed but poor areas still had health problems in the early 1900s.</li> <li>Know some of the responses to disease from new laws, <i>e.g. towns had to supply clean water and build sewers, vaccines for diseases.</i></li> <li>Know that smog from coal fires made breathing difficult.</li> <li>Know that we have an NHS and describe what this is.</li> <li>Know how some members of the public reacted to health, <i>e.g. people believed illness was caused by bad habits like drinking too much, reformers showed that poverty caused bad health.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Industrial Britain c.1750-1900</b></li> <li>Know what the 'Industrial Revolution' was, giving examples.</li> <li>Know the significant changes to Britain during the Industrial Revolution and the impact this had on health, <i>e.g. poor sanitation, malnutrition.</i></li> <li>Explain how the conditions poor people lived in caused disease, <i>e.g. overcrowding, bad food conditions, lack of sanitation.</i></li> <li>Know why poor people were impacted more than others, <i>e.g. diet and living conditions were worst affected.</i></li> <li>Know that the cholera epidemics happened in 1832, 1849 and 1854.</li> <li>Know that scientists John Snow and Edwin Chadwick helped to prove cholera was waterborne.</li> <li>Know the government responses to the cholera outbreak, <i>e.g. laws following 1848 and 1875 Public Health Acts; towns were forced to build sewers, provide clean water, appoint Medical Officers of Health, improve living conditions.</i></li> <li><b>Britain Since c.1900</b></li> <li>Know that slum clearances took time, <i>e.g. many people still lived in back-to-back terraced housing with no running water or sewage.</i></li> <li>Know that air pollution caused respiratory problems.</li> <li>Know that cholera was largely eliminated by clean water.</li> <li>Know that TB and typhoid were still dangerous to life especially in crowded areas.</li> <li>Know the lifestyle diseases, <i>e.g. poor nutrition, long working hours and smoking led to poor health.</i></li> <li>Know that the child mortality rate remained high due to poor living conditions and diet.</li> <li>Know the government responses to health, <i>e.g. Public Health Acts, school meals, NHS.</i></li> <li>Know the public attitudes to health, <i>e.g. debates over how much government should help, social reformers Booth &amp; Rowntree proving poverty to be link with ill-health, growing understanding that the government needed to help to improve health.</i></li> </ul>
<b>Key Vocab</b>	<i>health, illness, Britain, Industrial Revolution, sickness, cholera, germs</i>	<i>health, NHS, Industrial Revolution, Britain, reform, law, government, hygiene</i>	<i>NHS, Industrial Revolution, impact, responses, Government, public</i>
	<b>Substantive Knowledge</b>		
<b>Term</b>	<b>Spring</b>		



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Key Topic	Germany <i>Pupils will immerse themselves into WWII Germany whilst discussing how Hitler came into power and the impact he had on Germany and allied countries between 1933 and the end of the war in 1945.</i>		
	Entry 1	Entry 2	Entry 3
<b>Knowledge</b>	<p><b>Germany 1933 – 1939</b></p> <ul style="list-style-type: none"> <li>Know who Hitler was.</li> <li>Know that Hitler became Chancellor in 1933.</li> <li>Begin to know what propaganda is.</li> <li>Begin to know that propaganda promoted loyalty to Hitler, e.g. posters, speeches.</li> <li>Know that the Gestapo and SS were Hitler's police forces.</li> <li>Know that children joined youth groups, e.g. Hitler Youth or League of German Girls.</li> <li>Begin to describe what everyday life was like under the Nazi party, e.g. women, men, children.</li> <li>Know that Jewish people were treated differently to German people.</li> <li>Know some laws that were passed which persecuted Jewish people, e.g. expelling them from particular jobs, banning marriage between Jews and Germans.</li> </ul> <p><b>Germany 1939 – 1945</b></p> <ul style="list-style-type: none"> <li>Know that WWII began when Germany invaded Poland in September 1939.</li> <li>Know what Blitzkrieg was, e.g. a war tactic classed as a surprise attack using overwhelming force.</li> <li>Know that rationing began, e.g. people had to queue for food and clothing.</li> <li>Know that German cities were bombed.</li> <li>Know that a lot of people died and had their home destroyed during bomb attacks.</li> <li>Know that men and women were made to work to support the military (National Service).</li> <li>Begin to know that the Nazis killed around 6 million Jews through death camps and killing squads.</li> <li>Begin to know how the Nazi's were defeated, e.g. allied forces, failure of Nazi leadership.</li> </ul>	<p><b>Germany 1933 – 1939</b></p> <ul style="list-style-type: none"> <li>Begin to know the events lead into Hitler becoming Chancellor in 1933, e.g. elections, seats won per party.</li> <li>Begin to describe the events of the Reichstag Fire.</li> <li>Begin to describe the events of Night of the Long Knives, e.g. eliminated internal rivals in SA.</li> <li>Describe what life was like for men, women and children in Germany, e.g. The Hitler Youth, expectations of family sizes, work for men.</li> <li>Know that propaganda promoted loyalty to Hitler, e.g. posters, speeches.</li> <li>Begin to describe the roles of the Gestapo and SS.</li> <li>Know what the 'minorities' were in Nazi Germany, e.g. Jews, homosexuals, Roma.</li> <li>Know how minorities were persecuted, e.g. expelling from particular jobs, banning marriage between Jews and Germans.</li> </ul> <p><b>Germany 1939 – 1945</b></p> <ul style="list-style-type: none"> <li>Know Britain's response to Germany invading Poland in September 1939, e.g. war was declared.</li> <li>Know what happened in Blitzkrieg and the impact this had on allied countries.</li> <li>Begin to understand the reason for rationing and what this meant for the people of Germany.</li> <li>Know the impact on bombings in Germany, e.g. loss of life, buildings destroyed, refugees.</li> <li>Know that food shortages, power cuts and lack of transport made life hard in Germany.</li> <li>Know that that Nazis killed around 6 million Jews through extermination camps like Auschwitz.</li> <li>Begin to know that killing sprees of minorities escalated towards the end of the war.</li> <li>Know how the Nazi's were defeated, beginning to describe the events leading up to the end of the war.</li> </ul>	<p><b>Germany 1933 – 1939</b></p> <ul style="list-style-type: none"> <li>Know and describe the events leading into Hitler becoming Chancellor in 1933, e.g. elections, seats won per party.</li> <li>Describe the events and the impact of the Reichstag Fire.</li> <li>Describe the events and the impact of the Night of the Long Knives, e.g. eliminated internal rivals in SA.</li> <li>Describe what life was like for men, women and children in Germany and the policies that supported these, e.g. The Hitler Youth, Kinder Kirche Kuche.</li> <li>Describe the impact on propaganda on Germany.</li> <li>Describe the roles of the Gestapo and SS and the impact this had on people, e.g. people were frightened of them.</li> <li>Know the beliefs of the Nazi part on minorities, e.g. Aryan race.</li> </ul> <p><b>Germany 1939 – 1945</b></p> <ul style="list-style-type: none"> <li>Know the events leading up to Britain declaring war with Germany, e.g. Germany was told to stand down from attacking Poland, but they did not.</li> <li>Know that Hitler has success with Blitzkrieg the impact Blitzkrieg had on allied countries.</li> <li>Understand the reason for rationing food and clothing and how this changed over time, e.g. rations were cut short towards the end of the war leading to malnourishment and poverty.</li> <li>Know the impact on bombings in Germany, e.g. loss of life, buildings destroyed, refugees.</li> <li>Know that some German's rebelled against the Nazi Party.</li> <li>Know that food shortages, power cuts and lack of transport made life hard in Germany.</li> <li>Know that that Nazis killed around 6 million Jews through extermination camps like Auschwitz, and that these killing escalated towards the end of the war.</li> <li>Know how the Nazi's were defeated, e.g. allied forces, failure of Nazi leadership.</li> </ul>
<b>Key Vocab</b>	Nazi, Hitler, Germany, war, Jews, Gestapo, SS, bomb, propaganda	Nazi, Hitler, Germany, war, Jews, Gestapo, SS, bomb, propaganda, Holocaust, allies	Nazi, Hitler, Germany, war, Jews, Gestapo, SS, bomb, propaganda, Holocaust, allies, impact

## Substantive Knowledge

Term

Summer



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Key Topic	The Norman Conquest		
	Pupils will explore invasion and victory in Norman England, looking into society and warfare, claimants to the throne and battles and their outcomes. Pupils will also look at castles, their creation and purpose and who they were built for. Pupils will investigate control in Norman England and why the Domesday Book was created.		
	Entry 1	Entry 2	Entry 3
<b>Knowledge</b>	<p><b>Invasion and Victory</b></p> <ul style="list-style-type: none"> <li>Know who the Normans were, e.g. where they came from, when they settled in England.</li> <li>Know that Harold Godwinson became king when Edward the Confessor died in early 1066.</li> <li>Know that William of Normandy invaded England in 1066 and won the battle of Hastings.</li> <li>Know that William of Normandy became king of England after the battle of Hastings.</li> <li>Give one strength of Harold Godwinson.</li> <li>Give one strength of William of Normandy.</li> </ul> <p><b>Castles and Control</b></p> <ul style="list-style-type: none"> <li>Know that castles were built for protection.</li> <li>Give two features of a Norman Castle.</li> <li>Know the type of castle being built were called Motte and Bailey castles.</li> <li>Know the castles were made from wood.</li> <li>Know that castles were built as a symbol of dominance.</li> <li>Begin to give a disadvantage of the castles being made of wood, e.g. <i>could easily burn down</i>.</li> </ul>	<p><b>Invasion and Victory</b></p> <ul style="list-style-type: none"> <li>Know that there were four claimants to the throne after the death of Edward the Confessor, e.g. <i>Harold Godwinson, William of Normandy, Harald Hardrada and Edgar Aetheling</i>.</li> <li>Know a strength of each claimant to the throne, e.g. <i>the Normans brought a strong cavalry</i>.</li> <li>Know that Harold Godwinson became king but had to fight to keep his crown.</li> <li>Begin to describe the Battle of Hastings.</li> <li>Begin to describe the Battle of Stamford Bridge.</li> <li>Know that Norman rule faced rebellion from Mercia and The North.</li> <li>Begin to know the responses to rebellion, e.g. <i>Harrying of the North</i>.</li> </ul> <p><b>Castles and Control</b></p> <ul style="list-style-type: none"> <li>Know why the Normans built castles and the impact this had, e.g. showed dominance in the Norman forces.</li> <li>Give some features of a Norman Castle and their purposes.</li> <li>Know the castles were made from wood at first, but then more were being made from stone.</li> <li>Give some disadvantages of the castles being made of wood, e.g. <i>could easily burn down, the wood could rot</i>.</li> <li>Begin to know what the Domesday book is.</li> <li>Begin to know why the Domesday book was created, e.g. William the Conqueror wanted to know about his country, taxes and control.</li> </ul>	<p><b>Invasion and Victory</b></p> <ul style="list-style-type: none"> <li>Know the four claimants to the throne following the death of Edward the Confessor, e.g. <i>Harold Godwinson, William of Normandy, Harald Hardrada and Edgar Aetheling</i></li> <li>Know that Edward the Confessor had promised William the throne before his passing.</li> <li>Harold Godwinson became king and had to fight to keep his crown.</li> <li>Know the strengths of each claimant to the throne, e.g. <i>the Normans brought a strong cavalry</i>.</li> <li>Describe the events of the Battle of Hastings.</li> <li>Describe the events of the Battle of Stamford Bridge.</li> <li>Describe Norman war tactics.</li> <li>Know that Norman rule faced rebellion from Mercia and The North, e.g. <i>rebellion armies formed</i>.</li> <li>Know and describe the responses to rebellion, e.g. <i>Harrying of the North</i>.</li> </ul> <p><b>Castles and Control</b></p> <ul style="list-style-type: none"> <li>Know why the Normans built castles and the impact this had, e.g. showed dominance in the Norman forces.</li> <li>Give features of a Norman Castle and their purposes.</li> <li>Know the castles were made from wood at first, but then more were being made from stone.</li> <li>Give disadvantages of the castles being made of wood, e.g. <i>could easily burn down, the wood could rot</i>.</li> <li>Know what the Domesday book is.</li> <li>Know why the Domesday book was created, e.g. William the Conqueror wanted to know about his country, taxes and control.</li> </ul>
<b>Key Vocab</b>	Norman, King, throne, claim, Harold Godwinson, William of Normandy, Battle of Hastings, castle	Norman, King, throne, claim, Harold Godwinson, William of Normandy, Battle of Hastings, Battle of Stamford Bridge, 1066, Domesday Book, Motte and Bailey castle	Norman, King, throne, claim, Harold Godwinson, William of Normandy, Battle of Hastings, Battle of Stamford Bridge, 1066, Domesday Book, Motte and Bailey castle

## Disciplinary Knowledge

### Being a Historian

The Entry Level History Curriculum is broken down into 3 strands to meet the OCR Entry Level History specification for Entry Levels 1, 2 and 3.



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Pupils will work on:  
Chronology  
Causation  
Historical Enquiry

	Entry 1	Entry 2	Entry 3
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Recognise that events happened in the past.</li> <li>Put historical events in simple order, e.g. using the terms before and after.</li> <li>Begin to describe events using terms; long time ago.</li> <li>Sequence 3-5 events on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Place events in order on a simple timeline.</li> <li>Place significant people on a simple timeline, e.g. when a King/ Queen was crowned.</li> <li>Put historical events in order using the terms; past, present, long time ago.</li> <li>Begin to use time periods, to describe chronology, e.g. 19<sup>th</sup> century.</li> </ul>	<ul style="list-style-type: none"> <li>Place key events, significant people and changes in history in chronological order, using a timeline.</li> <li>Use specific dates to describe times events happened.</li> <li>Place events on a timeline, understanding how some events may overlap.</li> </ul>
<b>Causation</b>	<ul style="list-style-type: none"> <li>Identify simple reasons for why events have happened when asked "what happened?".</li> <li>Identify simple reasons for actions when asked "why?".</li> </ul>	<ul style="list-style-type: none"> <li>Identify more than one reason for why events have happened when asked, "what happened?".</li> <li>Identify reasons for actions when asked "why?".</li> </ul>	<ul style="list-style-type: none"> <li>Explain how and why key historical events happened.</li> <li>Know the difference between short-term and long-term causes.</li> <li>Know the difference between short-term and long-term causes.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Use limited sources, e.g. <i>images, short texts with adult support.</i></li> <li>Communicate findings simply, e.g. <i>short sentences, posters, basic explanations with adult support.</i></li> <li>Respond to simple questions about the past using stories, pictures or objects with the support of an adult.</li> <li>With adult support, will ask simple questions about historical events, e.g. <i>what happened?</i></li> <li>With adult support, will ask simple questions about significant people in history, e.g. <i>what did they do?</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of sources to answer questions, e.g. <i>newspaper articles, paintings, artefacts.</i></li> <li>Communicate findings, organising information using, <i>headings, timelines, simple tables.</i></li> <li>Respond to questions about the past.</li> <li>Ask simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of sources to evidence questions answered.</li> <li>Independently investigate own questions asked.</li> <li>Construct coherent using a range of formats, e.g. <i>timelines, presentations, reports.</i></li> <li>Recognise bias.</li> <li>Recognise differing viewpoints from sources.</li> <li>Respond to questions about the past, giving reasons for my answers.</li> </ul>