

Becoming Historians at Five Islands Academy

History Curriculum Intention Statement

Our intention in Five Islands History is to grow skilled and knowledgeable historians, using the key principles below to fire learners' enthusiasm for studying inspiring and worthwhile history. From the moments when they 'bump up' against the substantive content of our exciting curriculum through immersive learning in the Primary phase, to the rigorous analysis that characterises GCSE History and prepares them for further study, we use Essential Questions to drive historical enquiry, grappling with the disciplinary concepts of **cause and consequence, change and continuity, similarity and difference, sources of evidence, interpretations and historical significance.**

We are guided in our curriculum design by the expectations of the National Curriculum 2014, ensuring wide chronological coverage of events and wider trends, while developing a powerful awareness among our learners of the position of British history within global developments and the challenges of understanding the diverse lives of real people in the past as well as developing an understanding of our own unique Scillonian and Cornish heritage.

Key principles of inspiring and worthwhile history:








<p>MEANINGFUL HISTORY Our curriculum aims to encourage learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.</p>	<p>DELIBERATE DIVERSITY The structure and content of the curriculum ensures that students study a variety of periods from a variety of perspectives, understanding social and cultural diversity from the Stone Age to the 21st century.</p>	<p>DEVELOPING DEEP AND WIDE KNOWLEDGE All the topics studied address knowledge of significant historical issues, covering concepts such as political movements, government, empire, ordinary lives, the migration of people, power and control.</p>
<p>HISTORY AROUND US Students study the secrets that local artefacts, buildings and oral histories can tell them about the past, engaging with Scilly's relationship with wider national events such as Roman Britain, the Spanish Armada, the Civil War, the Industrial Revolution and World Wars.</p>	<p>ENJOYABLE, RIGOROUS LEARNING The course is based around the idea of historical enquiry, where driving essential questions and the key concepts of the discipline shape the students' developing thinking, reflecting best practice in school history and the live historical debates around each topic.</p>	<p>SOURCES AND INTERPRETATIONS Our curriculum trains students to think critically about how interpretations of history are constructed, using original sources ranging from 1930s German propaganda to ship excavations in 8th century Norway to interrogate statements about the past.</p>







Key Disciplinary Concepts: Cause and Consequence (Causation), Chronology / Change & Continuity, Similarity & Difference (Diversity), Significance, Evidence, Interpretations






Substantive Threads: Our 'Golden Threads' weave throughout our History curriculum, with children meeting and revisiting them several times to build on their knowledge and understanding.






<p>Movement of people</p> <ul style="list-style-type: none"> • Invasion • Conquest • Conflict • Rebellion • Migration • Exploration • Colonisation 	<p>Society</p> <ul style="list-style-type: none"> • Social structure • Role in the Empire • Politics • Monarchy • Revolution • Race, gender and identity 	<p>Culture</p> <ul style="list-style-type: none"> • Religion • Entertainment • Home Life 	<p>Trade</p> <ul style="list-style-type: none"> • Economy • Empire • New goods brought to Britain 	<p>Achievements and Legacy</p> <ul style="list-style-type: none"> • Surviving sources • Individuals • Influence on lives today • Inventions






Content: Substantive Knowledge	Topics	Disciplinary Concepts & Questions
EYFS - The Past and Present		
Sequencing: before, after, first, last ; retelling past	Communication & Language	How and Why questions (ELG)





events, past tense, story structure, role play		Chronology
Personal significance, important to me, traditions	People & Communities	Similarity & Difference: questions comparing our own lives and our families
Growth, decay, change	The World	Change & Continuity: how does the world around us change?
Personal significance: number, days, time vocabulary	Maths	Significance: what is important to me?
Key Stage 1		
My Family History - life in Grandparents' day, personal timeline , past 100 years, holidays, shop, home, travel, play, school, compare	Events in living memory 	What was life like when our Grandparents were children? How have holidays changed over time? Past & Present / Chronology: When did it happen? What happened first?
Chronology, timeline , past events, order, changes over time , how people change, babies, living things, toddler, child, teenager, adult, parent, senior citizen, marriage, celebrations, human, memory , new, old	My own timeline 	Chronology: How can we show the order in which things happen? Significance: What important things have happened in your life?
Heroes, heroines, villains , Mahatma Gandhi, Mother Teresa, Martin Luther King Jr, Neil Armstrong, Rosa Parks, Elizabeth Fry, The Greatest Explorers: Robert Scott, Neil Armstrong, Sunita Williams, Christopher Columbus, Sacagawea, Amy Johnson, Amelia Earhart, Local heroes and heroines crime, equal rights, independence , infamous, justice , important, significant	Significant Individuals in the past 	Who were the greatest explorers? Who are our local heroes? Significance: What makes a person important in history? Change: How did this person change the lives of other people? Consequence: What happened because of this person?
Great Fire of London, First Flight, Gunpowder Plot, Great Inventions: Transport	Significant Events Beyond Memory 	How did the first flight change the world/Why were the Rainhill trials important? Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place? Significance: Why is this significant? What impact did it have? Change: How did this event cause change?
Key Stage 2		
Stone Age, Bronze Age, Iron Age, archaeologist, agriculture, artefact, century, hunter-gatherer, migration , metal-working, museum , prehistory, source, evidence, settler , round house, Paleolithic, Mesolithic, Neolithic, Lindow Man, Skara Brae, Stonehenge, barrow, cremate, flint, tribe	Stone Age 	What was new about the New Stone Age? Chronology: How can we show how long ago the Stone Age and Iron Age were? Evidence: How do archaeologists know about people's lives in prehistory? Change & Continuity: How did people's lives change over many centuries? What stayed the same in the way they lived their lives?
Bronze Age, Iron Age, archaeologist, agriculture, artefact, century, hunter-gatherer, migration , metal-working, museum , prehistory, source, evidence, settler , round house, barrow, cremate, flint, tribe	Bronze Age to Iron Age 	Which was more impressive - the Bronze Age or Iron Age? Chronology: How can we show how long ago the Bronze Age and Iron Age were? Cause /Consequence: Why did Early people have to change and evolve? What impact did this have?
Bant's Carn, Halangy Down, museum, Eastern Isles, Nornour, Ganilly, standing stones, settlement, village, archaeology, evidence ,	Local Historic Environment 	Why should we preserve our locality? Similarity and Difference: What was Scilly like in these periods? How has it changed? Evidence: How do we know about these people/events? What evidence is still here?
Egypt, the Nile, pyramid, slave , pharaoh, civilisation, artefact, chronology, timeline , papyrus,	Earliest Civilisations:	How much did the Ancient Egyptians achieve? (including overview of the Ancient




<p>hieroglyphics, transport, irrigation, hierarchy, Tutankhamun, Cleopatra, Egyptians gods, Ra, Anubis, Ma'at, Tefnut, Rosetta Stone, afterlife, Giza, hierarchy, sphinx, vizier</p>	<p>Egypt</p> 	<p>Civilisations) Chronology: What was happening in Europe when Egypt became a sophisticated civilisation? Evidence: Why do we know more about Ancient Egypt than about the Stone Age? Cause & Consequence: Why were there many new inventions in Ancient Egypt? Similarity & Difference: Were the lives of rich and poor, men and women similar or different in Ancient Egypt?</p>
<p>Roman Empire, Roman Britain, Britannia, conquer, defeat, elect, emperor, empire, invade, rebellion, republic, revolt, Roman numerals, tribe, wattle and daub, Roman inventions, timeline, life as a Celt, life as a Roman, villas, amphitheatres, bathhouses, gladiators, Roman warriors, testudo, Boudicca, Spartacus</p>	<p>Roman Britain</p> 	<p>What happened when the Romans came to Britain? Cause & Consequence: Why were there many new inventions in Ancient R? What impact did the Romans have on Britain? Significance: Why are we still learning about these people now? Who were key people/events and what was their impact?</p>
<p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values Tower of London, Tudor, Victorian, workhouse, Elizabeth Fry, Dick Turpin, Bloody Code, Suffragettes</p>	<p>Crime & Punishment through Time</p> 	<p>How has Crime and Punishment changed over time? Chronology: Can we make links between different periods of time? Where does this fit into our narrative? Evidence: How do we know about Crime & Punishment? Similarity & Difference: Do laws and punishments change over time? Cause and Consequence: How has the police force changed?</p>
<p>Traders, raiders, invaders, settlers, Anglo-Saxons, kingdoms, kings, Anglo-Saxon way of life, pagans, Christians, conversion, Old English, Vikings, Scandinavia, monasteries, Viking way of life, longhouses, Viking ships, Bede, King Arthur, Alfred the Great, King Cnut, Angle, Saxon, Jute, Germanic</p>	<p>Anglo Saxons</p> 	<p>Was the Anglo-Saxon period really a Dark Age? Chronology & Evidence: Why does our timeline get so much busier after the Vikings and Anglo Saxons? Cause & Consequence: Why did Vikings and Anglo Saxons raid, trade, invade and settle in Britain? How did Viking and Anglo-Saxon cultures change life in Britain? Evidence: What sources tell us about life in Viking and Anglo-Saxon times?</p>
<p>Traders, raiders, invaders, settlers, Anglo-Saxons, kingdoms, kings, Anglo-Saxon way of life, pagans, Christians, conversion, Old English, Vikings, Scandinavia, monasteries, Viking way of life, longhouses, Viking ships, Bede, King Arthur, Alfred the Great, King Cnut, Angle, Saxon, Jute, Germanic</p>	<p>Vikings</p> 	<p>Would the Vikings do anything for money? Chronology & Evidence: Why does our timeline get so much busier after the Vikings and Anglo Saxons? Cause & Consequence: Why did Vikings and Anglo Saxons raid, trade, invade and settle in Britain? How did Viking and Anglo-Saxon cultures change life in Britain? Evidence: What sources tell us about life in Viking and Anglo-Saxon times?</p>
<p>Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker,</p>	<p>Journeys</p> 	<p>What makes people go on a journey? Cause & Consequence: How did migration impact Britain and the wider world? Why do people make journeys? Chronology: Can we place these times chronologically? How do they fit into our wider narrative? Evidence: What sources tell us about these people and their journeys?</p>

economic migrant, illegal immigrant		
Civilisation , climate, culture , diverse , equinox, festival, heritage, indigenous , patron saint, tradition , Maya, Maya calendar, El Castillo, Central America, warfare , natural disasters, disease , Spanish exploration	Mayan or Incan cultures 	Why should we remember the Maya? Chronology: How can we show these cultures on our big timeline of world history? Similarity & Difference: How are early American cultures similar or different from Ancient Egypt and European cultures? Evidence: Why is it harder to find out about Mayan and Incan cultures than European cultures?
Ancient Greece, war , city-state , homes , family, Olympic Games, temples , Greek gods : Zeus, Poseidon, Hades, Demeter, myth, Pandora's Box, Theseus and the Minotaur, civilisation , conquer , democracy , hoplite, labyrinth, Mount Olympus, Peloponnesian War, philosopher, Alexander the Great, Trojan War, Battle of Marathon	Ancient Greece 	What did the Greeks do for us? Chronology: How can we show these civilisations on our big timeline of world history? Evidence: What different sorts of sources can historians use to find out about Ancient Greece or Rome? Consequence: How did Ancient Greek and Roman civilisations impact on Britain and the wider world: through medicine, building, warfare, art etc?
World War 1 , First World War, Before the War, causes of war, Central Powers, Allied Powers, assassination, factors , propaganda , conscription , trenches , artillery, alliances , home front, imperialism , kaiser, militarism, munitions, nationalism , rationing , armistice, peace , Remembrance World War 2 , Second World War, Allied powers, Axis powers, civilian , concentration camp , evacuee , invade , Nazi , persecute , propaganda , rationing , Treaty of Versailles, Winston Churchill, Adolf Hitler, bombing , the Blitz, air raid shelters, Battle of Britain, Anne Frank	The Impact of War 	Did WWI or WWII have the biggest impact on our locality? Chronology: How long ago did this happen? Do people in your family have stories about this war? Significance: Why was this war seen as so important in 20th century history? How many people did it affect and in what ways? Cause & Consequence: Why did so much suffering happen? Similarity & Difference: How were the lives of women, children and Black British people affected by this war?
Key Stage 3		
Chronology of key periods (Romano-British , Medieval , Early Modern , Industrial , Modern), museum study, evidence and inference, artefacts , trade , war , living conditions , leisure , tourism, travel, transport Interdisciplinary links with English (Museums and storytelling) <u>Texts:</u> <i>Isles of Scilly Museum Guide; range of local history extracts - curated booklet.</i>	Museum Study overview 	How can we tell the story of Scilly's history using artefacts? Chronology, change and continuity: How did life change in Scilly and the wider world in different periods of history? Evidence: How can historians make inferences from artefacts to create a picture of the past?
Anglo-Saxons/Normans , Vikings , medieval warfare , castles , William I, tactics , knights , archers , the fyrd, housecarls, luck, personal qualities of leaders , evidence , sources , interpretations , migration , settlement , invasion , monarchy , succession , the Witan <u>Texts:</u> <i>History in Progress Textbook - Anglo-Saxons</i> <i>Story of 1066: dual coding</i> <i>Marc Morris extract - Stamford Bridge: class read</i> <i>Chris Dennis article - The Strange Death of Harold: teacher read</i> <i>Harold sources: supported independent reading</i>	Norman Conquest 	How does the death of King Harold show us 'the limits of our knowledge'? Evidence: How do sources agree or disagree? Who created sources and why? How does this affect their usefulness? Causation: What were the main reasons why William won the Battle of Hastings? Consequence, change & continuity: Was 1066 really a turning point in British history? Interpretations: Why do historians disagree about the Battle of Hastings and the impact of the Normans?
Medieval , Middle Ages, freeman peasant , villein , baron , knight , squire, Domesday Book, feudal system , tithing, hue and cry, shire reeve, posse, shilling,	Medieval Life	How can we tell the story of medieval life? Similarity and difference: How were the lives of different classes of peasants similar or

<p>farthings, ploughman, miller, smith, manor house, demesne, forest laws, wattle and daub, strip farming, furlong, fallow, holy day, Doom paintings, Catholic Church, the Crusades, priest, monk, monastery</p> <p>Interdisciplinary links with English (narrative structure, historical novel writing)</p> <p><u>Texts:</u> <i>Extract from Time Traveller's Guide: guided reading</i> <i>Extract from Kevin Crossley-Holland 'Seeing Stone': guided reading</i> <i>Research booklet: independent reading</i> <i>Reading for pleasure: 'Arthur' KC-H books, Cynthia Harnett - 'The Wool Pack'</i></p>		<p>different? How similar were the lives of women and children? Interpretations: How do authors create authentic fictional interpretations of life in the medieval period?</p>
<p>Black Death, epidemic, pandemic, Mongol Empire, bubonic plague, labour shortage, wages, buboe, Statute of Labourers, tax, poll tax, Peasants' Revolt, wool trade, Arab medicine, migration to Britain, 'archipelago of trade', maritime, exchange, Mali, Mansa Musa, gold trade, Silk Roads, Crusades</p> <p><u>Texts:</u> <i>'The Silk Roads' (junior version) extracts - guided reading</i> <i>WHP extract on modern travel on the Silk Roads - teacher read</i> <i>Hatcher 'The Black Death' extract: guided reading</i> <i>Mansa Musa: Meanwhile Elsewhere research</i></p>	<p>The Medieval World</p> 	<p>How did the Black Death change the world? Causation: How can we identify, link and prioritise consequences of an event? How can we back up our big points with little points? What is the difference between a narrative and a causal explanation? Change & Continuity: How did global routes shift and change after the Black Death? Interpretations: How has the 'The Silk Roads' shifted the focus of history education in schools?</p>
<p>Henry VIII, Church of England, Reformation, Catholicism, Protestantism, Elizabeth I, succession, economy, foreign policy, expansion of empire, trade, global exchange, luxury goods, James I, Charles I, taxation, monarchy: Divine Right of Kings; Akbar, colonisation, the African presence, Black Tudors, limits of representation</p> <p>Interdisciplinary links with RW (Reformation and Christianity)</p> <p><u>Texts:</u> <i>Article on Henry VIII - teacher read</i> <i>Aaron Wilkes textbook: Elizabeth</i> <i>Lauren Working 'Global Tudors' booklet: independent research</i></p>	<p>The Early Modern World</p> 	<p>What do portraits tell us about changing ideas in the Early Modern world? Evidence: How can we use observation, inference and knowledge to explain the purpose and message of a painting as a source of evidence? Change & Continuity: How and why did ideas about monarchy, religion and foreign policy change? Similarity & Difference: What can Tudor portraits tell us about global connections and diversity in the Early Modern World?</p>
<p>Causes of the Civil War, Charles I, Divine Right of Kings, Cromwell, Protectorate, changing warfare, democracy, blockade, Restoration, local Civil War sites, history around us, using the built environment as evidence</p> <p>Interdisciplinary links with Geography (combined field trip)</p> <p><u>Texts:</u> <i>Sife Study Research Booklet: independent research</i> <i>Model essay: guided reading</i></p>	<p>The English Civil War</p> 	<p>Why were Royalists and Parliamentarians killing each other on Tresco? Causation: At what point do we reach the tipping point as causes build up? Evidence: How can historians use historic sites as evidence?</p>
<p>Trade, slavery, British Empire, rebellion, revolution, abolition, campaign, scramble, branding, vote, Outward Passage, Middle Passage, Homeward Passage, petition, Abolitionist, impact, diaspora, discrimination, racism, race theory</p> <p>Interdisciplinary links with Geography (Africa and development), English (race and rhetoric), Music (African influences)</p> <p><u>Texts:</u> <i>Extracts from:</i></p>	<p>Transatlantic Slavery</p> 	<p>Should Britain apologise for the Transatlantic trade in enslaved people? Cause: What caused the abolition of the slave trade? Consequence: What impact did slavery have on African societies and the African diaspora? Evidential thinking: Why is it important to tell the stories of those 'silenced' in the past?</p>

<p>'Sugar in the Blood': Andrea Stuart 'King Cotton' from 'Black and British' by David Olusoga Olaudah Equiano: The Interesting Narrative</p>		
<p>Industrial Revolution, industrialisation, urbanisation, living and working conditions, reform, radicalism, Riot Act, Reform Acts, French Revolution, American Revolution, Haitian Revolution, slavery, freedom, liberty, democracy, Rights of Man, revolutionary women Interdisciplinary links with Geography (industrialisation and urbanisation)</p>	<p>Industrialisation and Revolution</p> 	<p>What did 'revolution' mean in the Age of Revolutions? <i>Similarity and Difference: what do different revolutions have in common? How might revolution mean different things to different people?</i> <i>Causation: Are revolutions created by revolutionaries, or vice versa?</i></p>
<p>Remembrance, commemoration, Edwardian, interpretation, alliance, nationalism, militarism, imperialism, assassinate, death toll, joining up, patriotism, propaganda, conscription, pals battalion, conscientious objector, trench, Western Front, stalemate, bayonet, shrapnel, no man's land, poison gas, tank, shell shock, desertion, court martial, civilian, home front, rationing, Armistice Interdisciplinary links with English GCSE</p>	<p>World War I</p> 	<p>How relevant and representative is Remembrance? <i>Interpretations: what have historians meant by the 'Edwardian Summer'?</i> <i>Causation: why did Europe go to war?</i> <i>Consequence, Change & Continuity: how was life in Britain and the Empire changed by WW1?</i> <i>Significance: how can we use the 5 Rs (relevant, remarkable, remembered, resulting in change, far-reaching) to judge the historical significance of WW1?</i></p>
<p>Treaty of Versailles, League of Nations, democracy, dictatorship, Communism, Socialism, Karl Marx, Tsar, revolution, totalitarianism, oppression, persecution, show trials, propaganda, Stalin, Stalinist, USSR, Fascism, Mussolini, Nazism, Adolf Hitler, George Orwell, Orlando Figes, interdisciplinary links with 'Animal Farm'</p>	<p>Rise of the Dictators and Stalinist Russia</p> 	<p>What was life really like in the 1930s? <i>Evidence and Interpretations: How useful are Interpretations B and E and Sources C and D for historians studying the reality of life under Stalin in 1930s Russia?</i></p>
<p>Nazism, Adolf Hitler, Führer, democracy, totalitarianism, oppression, persecution, swastika, concentration camp, Gestapo, indoctrinate, propaganda, eugenics, Holocaust, Holodomor, genocide, race, identity, stereotypes, Judaism, 'single story', antisemitism, Interdisciplinary links with RW</p>	<p>WWII and Holocaust</p> 	<p>What stories lie behind images of the Holocaust? <i>Causation: How did Hitler come to power?</i> <i>Evidence: how can we sensitively choose sources that tell a powerful story?</i> <i>Similarity & Difference: What are the dangers of a 'single story'?</i> <i>Significance: Why should all students learn about the Holocaust?</i></p>
<p>Weimar Government, reparations, economy, Adolf Hitler, Nazi Party, lebensraum, anti-semitism, Aryan, dictatorship, democracy, Reichstag Fire, Enabling Act, Gleichaltung, trade unions, Night of the Long Knives, SS, SD, SA, Gestapo, Concentration camps, block wardens, informants, propaganda, People's Receivers, rallies, Nuremberg Rally, Berlin Olympics, opposition, Church opposition, Concordat, Bible Christians, Edelweiss Pirates, Swing Kids, DAF, Strength through Joy, Beauty of Labour, policies affecting women, Nazi curriculum, Hitler Youth, racial policy, Nuremberg Laws, Kristallnacht</p>	<p>Living Under Nazi Rule</p> 	<p>How did the Nazis get what they wanted in Norheim? <i>Evidence: What does Source A tell us about Nazi power in the Reichstag?</i> <i>Significance, Similarity & Difference, Change & Continuity, Causation: 'Fear was the most important method used by the Nazis to control the German people between 1933 and 1939.' How far do you agree?</i> <i>Creative outcome: Similarity & Difference, Causation</i></p>
<p>D-Day, the Digital Revolution, Space exploration, the discovery of Penicillin and antibiotics, Suffragettes and suffrage, the Welfare State, multi-cultural Britain, end of the British Empire, Nelson Mandela, apartheid, end of the Cold War, fall of the Berlin Wall, Civil Rights</p>	<p>Advances of the Twentieth Century</p>	<p>How can we judge the advances of the 20th century? (Individual projects) <i>Significance: What were the most historically significant changes in the 20th century?</i> <i>Change & Continuity: How did key events</i></p>

<p>movement, segregation, Northern Ireland, the Troubles, Good Friday agreement, legalisation of homosexuality, Gandhi, non-violent protest, mapping of the human genome, DNA</p>		<p>change the world for better or for worse?</p>
<p>Key Stage 4</p>		
<p>Modern Britain: migrants, migration, immigration, British Empire, First World War, enemy aliens, Second World War, Welfare State, National Health Service, independence from Empire, European Union, communications, conflict, 9/11, refugees, Syria, Aliens Act 1905, Kindertransport, Polish allies, 'mother country', Windrush, 1948 Nationality Act, Partition, 1962 Commonwealth Immigrants Act, Enoch Powell, 1965 and 1968 Race Relations Acts, Unite Against Fascism, National Front, British National Party, Grunwick Strike, Rock against Racism 1976, 1993 murder of Stephen Lawrence, EEC, UKIP Industrial Britain 1750-1900: Industrial Revolution, industrialisation, urbanisation, living conditions, railways, steamships, 1832 Reform Act, 1807 Abolition of the Slave Trade, 1848 European Revolutions, American Revolutionary War, Irish Famine 1846-50, navvies, Italian unification, Karl Marx, Nathaniel Rothschild, pogroms, Marks & Spencer, Olaudah Equiano, East India Company, ayahs, lascars, Cornelia Sorabji, Limehouse, Chinatown, Brick Lane</p>	<p>Migrants to Britain, 1750-2024</p> 	<p>How diverse were the experiences of migrants to Industrial and Modern Britain? Causation, Change & Continuity: Write a clear and organised summary that analyses the reasons why people migrated to Britain in the period 1900 to the present day. Causation: Why did Irish migrants to Britain experience such prejudice after the 1840s? Change & Continuity, Significance, Similarity & Difference, Causation: 'Advances in technology and communications have been the most important factor influencing migration to Britain between 1750 and the present day'. How far do you agree with this statement? Give reasons for your answer.</p>
<p>Vikings, Viking homelands, Scandinavia, archaeology, Viking beliefs, Odin, Thor, Frey, Freya, Ragnarok, Volga Vikings, trade to the East, the Rus, Constantinople, Baghdad, the Abbasid Caliphate, the Byzantine Empire, the Carolingian Empire, raiders, settlers, invaders, Viking settlement in Britain, Scottish Islands, Ireland, France, Greenland, Iceland, America, warships, Viking warriors and weapons, berserkers, Viking Kings: Cnut, Swein Forkbeard, Harold Bluetooth, conversion to Christianity, Danegeld, Danelaw</p>	<p>Viking Expansion</p> 	<p>Were the Vikings really fierce warriors who 'plundered and slaughtered'? Similarity & Difference: Write a clear and organised summary that analyses Viking attacks on Western Europe in the 8th and 9th centuries. Causation: What caused Viking expansion into the Arab world? Similarity & Difference, Change & Continuity, Evidence: "The study of Viking society in their homelands of Scandinavia shows us that they were much more than just warriors." How far do you agree with this statement?</p>
<p>Interpretations, Golden Age, Edward the Confessor, Anglo-Saxon, Earl, Thegn, burh, ceorl, thrall, wergild, St Dunstan, Stigand, pluralism, simony, the Alfred Jewel, Beowulf, Lucky Bastard, Normandy, feudal system, knights, succession, Harold Godwinson, Edward Atheling, Harald Hardrada, William Duke of Normandy, claimant, Battle of Stamford Bridge, Tostig, Battle of Hastings, Edric the Wild, Orderic Vitalis, Odo, FitzOsbern, Gytha, Exeter, the Harrying of the North, Hereward the Wake, Ely, Edwin, Morcar, burh-geat, Hastings Castle, royal castles, motte and bailey, traditional interpretations, revisionist interpretations, recent interpretations, the Norman Yoke, Old Sarum, Domesday Book, commissioners, Alan Rufus, Textus Roffensis, trial by combat, Durham Cathedral</p>	<p>Norman Conquest</p> 	<p>How have interpretations of the Norman Conquest been embroidered? Interpretations: In Interpretation A the historian Robert Bartlett argues the the 'Harrying of the North' had a powerful impact on northern England. Identify and explain one way in which he does this. If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Interpretations: Interpretations B and C are both illustrations of Norman motte and bailey castles. How far do they differ and what might explain any differences? Interpretations, Change & Continuity, Similarity & Difference: In an article for the BBC History Magazine in 2012, the historian Ryan Lavelle argued that late Anglo-Saxon England was 'by no means a golden age'. How far do you agree with this view?</p>

<p>Elizabeth I, Elizabethan, Spanish Armada, Star Castle, curtain wall, powder magazine, defence of Britain, location, Garrison, ramparts, embrasure, parapet, dog-leg passage, portcullis, saker, culverin, carronade, Civil War, Royalist, Parliamentarian, privateer, blockade, Puritan, Roman Catholic, persecution, imprisonment, dungeon, breastworks, earthworks, battery, redan, War of the Austrian Succession, Abraham Tovey, granite courses, Napoleonic Wars, naval firepower, demilitarisation, anachronism, invalids, tourism, leisure, proprietor, Steval and Woolpack batteries, Mark VII 6 inch breech loading cannon, quick loading cannon, DELs, HMS Dreadnought, WW1, WWII, barracks, pillbox, racon mast, luxury hotel, coastal erosion</p>	<p>Star Castle and its Garrison</p> 	<p>How did Elizabeth I and Winston Churchill affect life in Scilly?</p> <p>Change & Continuity, Evidence: Choose a turning point in your site's history. Explain how and why this changed the importance of the site, either locally or nationally.</p> <p>Evidence, Similarity & Difference: Imagine that an artist has been hired to do a painting showing the diversity of everyday life at your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate?</p> <p>Causation, Change, Evidence: Why was your site created and how has it changed over time?</p> <p>Significance, Evidence, Similarity & Difference: Explain the importance of your site either locally or nationally, and how typical it is of similar sites.</p>
<p>Medieval religion and belief, land, food, famine, war, rebellion, trade, homes, plague, Black Death, Peasants' Revolt, the feudal system. Jewish communities in Britain, Christianity and moneylending, antisemitism, blood libel, Italian bankers, expulsion in 1290, Dutch, Flemish migrants, the wool trade, spinners, weavers, brickmaking, artisan, taxation, prejudice, Alien's Register, Letters of Denization. Early Modern period, Reformation, Protestant, Catholic, Puritan, Martin Luther, trade, shipping, port communities, Huguenots, St Bartholomew's Eve Massacre, 'Poor Palatines', Oliver Cromwell, Civil War, Jewish migrants, Gypsies, Hanseatic League, Slave Trade, British Empire, African and Indian child servants, ahahs, East India Comany, lascars, changing attitudes to Black migrants</p>	<p>Migrants to Britain, 1250-1750</p> 	<p>How far did the experience of migrants to Britain change between 1250 and 1750?</p> <p>Causation: Explain why the Jews were expelled from Britain in 1290.</p> <p>Similarity & Difference: Write a clear and organised summary that analyses the experience of European migrants to Britain between 1500 and 1750?</p> <p>Similarity & Difference, Change & Continuity: 'The experience of migrants to Britain changed little between the Medieval and Early Modern periods.' How far do you agree?</p>
<p><i>Revisit: Weimar Government, reparations, economy, Adolf Hitler, Nazi Party, lebensraum, anti-semitism, Aryan, dictatorship, democracy, Reichstag Fire, Enabling Act, Gleichaltung, trade unions, Night of the Long Knives, SS, SD, SA, Gestapo, Concentration camps, block wardens, informants, propaganda, People's Receivers, rallies, Nuremberg Rally, Berlin Olympics, opposition, Church opposition, Concordat, Bible Christians, Edelweiss Pirates, Swing Kids, DAF, Strength through Joy, Beauty of Labour, policies affecting women, Nazi curriculum, Hitler Youth, racial policy, Nuremberg Laws, Kristallnacht</i></p> <p>Study: War Economy, White Rose, Cardinal Galen, passive resistance, July Bomb Plot, Allied Bombing, rationing, evacuation, Total War, occupation of France, Netherlands, Poland, Channel Islands, forced deportation of Jews, ghettos, Einsatzgruppen, Wannsee Conference, 'Final Solution', Auschwitz, collaboration, accommodation, resistance</p>	<p>Living Under Nazi Rule</p> 	<p>What stories lie behind images of the Holocaust?</p> <p>Evidence: What does Source A tell us about the impact of Total War on Germany?</p> <p>Sources & Interpretations: How useful are Sources B & C and Interpretation D for a historian studying the impact of war in Germany after 1942?</p> <p>Significance, Similarity & Difference, Change & Continuity, Causation: 'The impact of Nazi occupation in Western Europe was far less terrible than in Eastern Europe.' How far do you agree?</p>