

Age related expectations identify what is expected of our learners by a specified age, stage or year group. Our curriculum defines these as a set of standard expectations which are defined as, exemplars, descriptors or questions.

By the end of Term 1 in Year 7, students...

...will know this:

This knowledge organiser covers the period from 1066 to 1300. It includes a genealogical chart of the English monarchy starting from Edward the Confessor in 1042, leading to the Norman Conquest in 1066. Key sections include:

- 1066 Causes of Norman Conquest:** Explains the division of the kingdom between Harold Godwinson and William, Duke of Normandy, following the death of Edward the Confessor.
- 1066 The Battle of Hastings:** A detailed account of the battle, including the tactics used by both sides and the outcome.
- 1066-1300 The Norman Conquest:** Details the consolidation of power by William the Conqueror, the impact of the Domesday Book, and the development of the Angevin Empire.
- 1066-1300 The Norman Conquest:** Discusses the impact of the conquest on the English language and culture.

...and will be able to write this:

William of Normandy became King in 1066 because he was the strongest contender to begin with. He was a good leader, skilled in battle and had experience of government but most importantly, he was related to Edward the Confessor. They were related by blood through Emma of Normandy who was Edward’s mother and William’s aunt. However, Harold Godwinson was also related to Edward but this was through marriage as his sister Edith was Edward’s wife. Being blood related was important because of the idea of the Divine Right of Kings. People believed that being a King was a God given right which could only be passed on within families. This led to William becoming King in 1066 because it meant that people recognised that he had a right to the throne and therefore his people were willing to fight fiercely for him.

A further reason that William of Normandy became King in 1066 was that he was better prepared for the Battle of Hastings than Harold Godwinson. When William landed in England in September he built a wooden castle to protect his soldiers while they rested and ate. Harold’s Godwinson’s army was not prepared, his men were tired as they had already fought the Battle of Stamford Bridge and then had marched 180 miles to get to Hastings. This led to William becoming King in 1066 because his army were better prepared and therefore able to fight better which made it more likely that William would win the Battle of Hastings.

The final reason that William of Normandy became King in 1066 was that William’s soldiers and strategy were better than Harold Godwinson’s soldiers and strategies. William’s army was made up of a highly trained combination of infantry, archers and cavalry while Harold’s army was made up of the untrained peasant farmers known as the Fyrd and the trained Housecarls. William’s army used a superior strategy as they feigned a retreat to trick Harold into breaking his shield wall which led to the slaughter of much of the Fyrd. William’s army was well trained so they used better strategies and therefore won the Battle of Hastings where Harold Godwinson was killed. This led to William becoming King in 1066 because he was the only contender left alive after the Battle of Stamford Bridge and the Battle of Hastings.

In conclusion, William having the best army and strategies was the most important factor in why he became King of England in 1066. This is because it meant that even though Harold had the advantage of being on Senlac Hill he was able to defeat his army and kill Harold Godwinson which ultimately led to him being able to take the English crown.

This knowledge organiser continues the medieval history theme, focusing on the Church and the reign of Henry II. It includes:

- 1089 The Church:** Explains the role of the Pope as the head of the Catholic Church and the importance of the Holy See in Rome.
- 1089 The Church:** Details the Investiture Controversy between Pope Gregory VII and Emperor Henry IV.
- 1089 The Church:** Discusses the impact of the Crusades on the Christian world.
- 1170 The Murder of Thomas Becket:** A detailed account of the murder of the Archbishop of Canterbury by King Henry II.
- VOCABULARY:** A list of key medieval terms and their definitions, such as 'Fyrd', 'Housecarls', and 'Stamford Bridge'.

Topic	Second order concept	AREs
1. Early Middle Ages	Causation	- To know that historical events happened for multiple distinct reasons
2. Norman Conquest		
3. Medieval Monarchs	Change & Continuity	- To know that historians divide up the past using dating conventions (dates, centuries, decades, etc) but also more nebulous concepts such as eras, ages, and periods
4. Islamic Science		
5. Silk Roads		
6. Medieval Mali	Similarity & Difference	- To know that historical societies had different values and circumstances to our society today and that this difference shaped individual actions
7. Tudor England		
8. Reformation		
9. Elizabeth's problems	Evidential Understanding	- To know that all historical knowledge is produced by historians making inferences from sources
10. English Civil War		
11. Oliver Cromwell	Historical Interpretations	- To know that the past is not fixed, but rather is constructed by historians
12. Restoration England		
13. Early Modern Health and Crime and Punishment	Writing History	- To use historical knowledge to support broader points in a written paragraph



By the end of Term 1 in Year 8, students...

...will know this:

Y8 History Knowledge Organiser: The British Empire

1848 Virginia Company founds Jamestown

1620 Pilgrims found Plymouth

1773 Boston Tea Party

1776 American War of Independence starts

1776 American Declaration of Independence

1790 Slave rebellion in Saint Domingue

1807 Abolition of the Slave Trade

1833 Abolition of slavery in the British Empire

1857 The Indian Rebellion

1876 The Great Famine in India

1876 British in India

1947 British leaves India

2003 End of Ferguson's British Empire

Y8 The American War of Independence

In 1776, the 13 American colonies rebelled against British rule. With French support, the Americans defeated the British and won their independence in 1783. There were several reasons why the colonies wanted to become independent.

TAXATION
Britain spent a lot of money defending the 13 colonies and the national debt grew. Parliament said after 1763, colonies have an everyday issue like paying cash. This angered the colonists because they had no voice in Parliament. Their opinion was 'no taxation without representation'.

LIBERTY
The colonists were influenced by the ideas of individual liberty which were very popular in the Enlightenment. The Americans felt that the British were taking away their liberty. In 1776, Thomas Jefferson wrote the American Declaration of Independence, which said 'All men are created equal; they are endowed by their Creator with certain rights, that among these are Life, Liberty and the pursuit of Happiness.'

Y8 The Slave Trade

During the 17th and 18th Centuries, Britain became one of the wealthiest countries in the world, partly because of the slave trade.

The Triangular Trade
Britain became the leading nation in the so-called triangular trade. By 1793, 42,000 Africans were carried by British ships every year.

British merchants exchanged goods such as cloth and iron for enslaved people in West Africa

British ships then transported the enslaved people to colonies in the Caribbean and America, where they worked on farms in terrible conditions, including in the

The rice, tobacco, and sugar produced on the slave plantations was then sold back to Europe for huge profits. None of this money reached the enslaved Africans

Y8 The British Empire in North America

From the early 17th Century, British colonists began to settle in North America, often removing Native Americans from their land by force. They did this for three main reasons:

RELIGION
Most colonists were not the only colony setting up colonies. The colony of Georgia was founded to set up the town of Jamestown and create the colony of Virginia. They wanted to grow tobacco to sell in England. Other colonists were interested in hunting animals for fur and exporting slaves to work on cotton plantations.

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Y8 The British Empire in India

The British set up a network of trading posts in India. They were controlled by a lot of territory. They also took over French colonies and dealt with the Mogul Empire. The East India Company was set up for the British government and the company had its own army of Indian soldiers to defend the colony. However, in 1857, thousands of Indian soldiers rebelled against British rule. They did this for several reasons:

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...and will be able to write this:

Niall Ferguson has a positive interpretation of the British Empire. He suggests that the British Empire "enhanced global welfare" and was therefore "a Good Thing".

On one hand, Ferguson's interpretation is valid and reliable because Ferguson is a professional historian. His interpretation is based on archival research into different sources. His work has also been peer-reviewed by other historians. This suggests that the interpretation is reliable because it is both well-researched and accurate. On the other hand, Ferguson's interpretation is less reliable because of his political views. As a neo-conservative, Ferguson supports a new British and American Empire in the 21st Century. This means he is less reliable because he is likely to exaggerate the positives of the British Empire to show that, if it worked in the past, it could work again in the future.

Ferguson's interpretation can be supported by the fact that the British Empire brought many benefits to the world. For example, the British Raj in India built over 24,000 km of railways, allowing Indians to travel and trade more easily. The British also introduced medicines such as quinine to stop malaria, which increased life expectancy in India by 11 years over the course of the Raj. This supports the interpretation because it shows that the British did indeed enhance global welfare.

However, there is an alternative interpretation of the British Empire which is that the Empire did not enhance global welfare, but actually made life harder for most people it ruled over. This can be supported by the fact that the British Empire was the major player in the transatlantic slave trade. By 1760, 42,000 Africans were transported from Africa to America on British ships. British ports like Liverpool and British became wealthy as a result of this. This challenges Ferguson's interpretation because it shows that for millions of Africans the British Empire was not at all a 'Good Thing'.

Overall, I agree with Ferguson's interpretation to a moderate extent because, although the Empire brought some positives to places like India, Ferguson ignores the crimes of the British Empire such as the slave trade.

Topic	Second order concept	AREs
1. British Empire	Causation	- To know that historians categorise factors according to their type (political, economic, etc), their role (latent, trigger, underlying), and their temporality (short term, long term, etc)
2. British rule in India		
3. Transatlantic Slave Trade	Change & Continuity	- To know past societies were not fixed, but changed over time
4. Legacy of Abolition		
5. Jim Crow	Similarity & Difference	- To know that study of a historical period or individual must take into account the ways in which their historical circumstances were different to our own
6. Development of Democracy		
7. Industrial Revolution	Evidential Understanding	- To know that this process involves historians weighing the evidence from a range of often contradictory sources
8. Votes for Women		
9. First World War	Historical Interpretations	- To know that historians produce different interpretations of past societies
10. Conscientious Objectors		
11. Interwar Years	Writing History	- To integrate evidence from sources / interpretation to support broader points
12. Second World War		

By the end of Term 1 in Year 9, students...

...will know this:

...and will be able to write this:

Even though slavery had ended in 1865, there were still many problems facing African Americans such as segregation, disenfranchisement, and illiteracy. The historian Pete Daniel said that Jim Crow was like a patchwork quilt because all the problems were linked together and together they were more than the sum of their parts.

Segregation was the separation of white and black Americans in schools, restaurants, bathrooms, and other facilities. In 1896 the Plessy vs. Ferguson Supreme Court case stated that segregation should be legal. This was a problem for African Americans because segregated facilities were often worse than white facilities. Segregation exacerbated the problem of illiteracy because it was difficult for African Americans to improve their literacy because they went to segregated schools that had poor facilities and badly-paid teachers.

Illiteracy means not being able to read or write. Jim Crow laws in southern states meant that African American children had to attend underfunded schools where they were taught by underpaid and badly trained teachers. In 1880, 76% of African Americans in the South were unable to read and write compared to 21% of white Americans. This was a problem for African Americans because illiteracy made it very difficult to find employment outside of sharecropping which then led to debt and poverty. Illiteracy facilitated disenfranchisement because one method southern whites used to stop black southerners from voting was introducing literacy tests. African Americans struggled to pass literacy tests and therefore were not allowed to vote.

Disenfranchisement means not being able to vote. White southerners used various methods to stop African Americans from voting including introducing literacy tests and poll taxes. African Americans often could not pay poll taxes because they lived in poverty. White groups also used violence such as lynchings to stop African Americans from voting. This was a problem for African Americans because they could not vote for politicians who opposed the Jim Crow laws or who would take steps to stop lynching. Disenfranchisement therefore underpinned segregation because it meant that African Americans could not change the segregation laws.

19 HISTORY - The Segregated South	ERI 1 Slavery and the American Civil War	ERI 2 Pete Daniel	ERI 3 The Jim Crow South	ERI 4 White Supremacy
<p>1863 Lincoln signs Emancipation Proclamation</p> <p>1865 Slavery ends in the USA</p> <p>1877 Reconstructions ends; Redemption begins</p> <p>1887 Louisiana Sugar Massacre</p> <p>1889 Sam Hose is lynched in Georgia</p> <p>1915 The Birth of a Nation is released</p> <p>1963 Martin Luther King's "I have a dream" speech</p>	<p>Slavery</p> <p>Between the 16th Century and the 19th Century, Europeans and white Americans captured and bought Africans and sold them as slaves. Slaves were not paid, had no freedom to leave for another job, and were seen as a piece of property to be bought and sold.</p> <p>Abraham Lincoln and the US Civil War</p> <p>Between 1861 and 1865, the northern states fought a civil war with the southern states to decide whether slavery would continue. In 1863, President Abraham Lincoln signed the Emancipation Proclamation which made all slaves free. The northern states won the Civil War in 1865 and slavery ended.</p> <p>After the Civil War, the South was ruled by the North for ten years during the period of Reconstruction. African Americans were granted the right to vote and many black politicians won elections. However, in 1877, white southerners regained their independence. This was called Redemption.</p>	<p>In 1977 the historian Pete Daniel used a metaphor to describe the system of racism that came after slavery:</p> <p>"The system of racial oppression that emerged after slavery can be likened to an unfinished patchwork quilt: year by year the design would change - a law added here, a law there, white lynchings, beatings, segregation laws, and illiteracy eventually pieced it out. Yet the quilt threatened the patches; its ultimate pattern was greater than its parts. There was a strength in its design that may well have been aesthetically pleasing to the people who sewed it, but to those it covered, it was stifling."</p> <p>In other words:</p> <ol style="list-style-type: none"> 1. African Americans faced lots of little problems 2. Each problem made another problem worse 3. The problems worked together to stop African Americans being free 	<p>This system was called Jim Crow. Jim Crow had two main parts: segregation and disenfranchisement.</p> <p>Segregation</p> <p>Segregation meant the separation of the races. In the southern states, Jim Crow laws said that blacks and whites had to eat in separate restaurants, travel in separate buses and train carriages, and attend separate schools.</p> <p>Disenfranchisement</p> <p>Disenfranchisement means not being able to vote. Southerners stopped African Americans from voting by:</p> <ol style="list-style-type: none"> 1. Literacy Tests: voters had to take a test, which many black Americans failed because they were illiterate 2. Intimidation: African Americans who tried to vote were threatened. This meant that African Americans could not elect people who would defend them in Congress. 	<p>White supremacy was the idea that white people were naturally better than black people. This was supported by scientific ideas at that time. In the biology department of Harvard University, students learnt that African Americans were closer to chimpanzees than whites.</p> <p>Negative stereotypes of black Americans were spread through songs, advertisements, and books. Films such as <i>The Birth of a Nation</i> (1915) represented black men as sexual predators.</p>
<p>Abraham Lincoln</p> <p>Emancipation</p> <p>Civil War</p> <p>Congress</p> <p>Georgia</p> <p>Harvard</p> <p>Intimidation</p> <p>Jim Crow</p> <p>Ku Klux Klan</p> <p>Literacy tests</p> <p>Louisiana</p> <p>Lynching</p> <p>NACW</p> <p>Northern states</p> <p>Patchwork quilt</p> <p>Plantations</p> <p>Paras</p> <p>Reconstruction</p> <p>Redemption</p> <p>Segregation</p> <p>Sharecropping</p> <p>The South</p> <p>Southern states</p> <p>Stippling</p> <p>Transcended</p> <p>Vagrancy</p> <p>Vigilantes</p> <p>Went on strike</p> <p>White supremacy</p>	<p>ERI 5 Sharecropping</p> <p>When slavery ended, many former slaves worked on the plantations of their white former masters. They received a share of the money when the crops were sold at harvest time. This was called sharecropping. Sharecropping caused problems because:</p> <ol style="list-style-type: none"> 1. Sharecroppers were not paid for the rest of the year so they had to borrow money off their bosses 2. The money they were finally paid at harvest time was not enough to pay the bosses back 3. Sharecropping contracts were often complicated and illiterate slaves struggled to understand them 4. They were not allowed to leave the plantations until they had paid back their debts <p>Many sharecroppers tried to change this situation. In Louisiana in 1907, 10,000 sugar workers went on strike after their bosses refused to pay them every two weeks. The white bosses responded with violence and a white vigilante group led by a local judge killed 15 African American sugar workers.</p>	<p>ERI 6 Vigilante</p> <p>White southerners, led by organizations like the Ku Klux Klan, used violence to stop former slaves resisting Jim Crow.</p> <p>The Lynching of Sam Hose</p> <p>In 1899 Sam Hose, a black man, was accused of raping a white woman in Georgia. An angry white crowd of several thousand captivities and tortured and lynched him. The government did nothing to stop the violence. Special trains were put on to bring people from nearby cities to watch Hose die and spectators could buy his parts of his body as souvenirs. Hose was one of 27 black men lynched in Georgia in 1895.</p> <p>Ida Wells</p> <p>Ida Wells, a black woman, became a campaigner against lynching after her friend Thomas Moss, a shopkeeper, was lynched. Wells wrote articles criticising lynching.</p>	<p>ERI 7 Opposition to Jim Crow</p> <p>Black Americans constantly opposed Jim Crow but disagreed about how to do it, for example:</p> <p>NACW</p> <p>NACW was the National Association of Coloured Women. They believed that black Americans could improve themselves by being clearly and changing stereotypes. They followed the "gospel of the toothbrush"</p> <p>Jack Johnson</p> <p>Jack Johnson was an African American boxer. He became the heavyweight champion of the world and defeated many white boxers. He also challenged white supremacy by showing off his wealth and dating white women. He had three white wives.</p> <p>In 1910, a retired white boxer, Jie Jeffries, challenged Jack Johnson in the Fight of the Century. Jeffries was known as the "Great White Hope" but he was easily defeated by Jack Johnson.</p> <p>Although Jack Johnson improved African Americans' self-esteem by challenging white supremacy, groups like NACW thought he confirmed negative stereotypes about black Americans.</p>	

Topic	Second order concepts	AREs
1. Early 20th Century Britain 2. Communist Russia 3. Weimar Germany 4. 1920's USA 5. Impact of the Second World War 6. Post War Britain 7. Cold War 8. American Civil Rights 9. Black British Experience 10. The Holocaust 11. South Africa 12. Terrorism	Causation	<ul style="list-style-type: none"> - To know that causes do not exist in isolation but that there are different types of relationships between causes (exacerbating, etc) - To know that different causes were more or less important in causing events
	Change & Continuity	<ul style="list-style-type: none"> - To know that changes and continuities existed alongside one another - To know that historians change as a process that varies in terms of pace and extent at different times - To know that historians used concepts such as revolutions, turning points, or stagnation to describe historical change
	Similarity & Difference	<ul style="list-style-type: none"> - To know that historical societies were diverse and that the past was not experienced by everybody in the same way - To know that these diverse experiences were conditioned by categories of race, age, gender, geography, etc
	Evidential Understanding	<ul style="list-style-type: none"> - To know that historians evaluate sources in light on their existing knowledge and understanding - To know that a source's utility depends on the questions being asked of it and that all sources are useful in some way - To know that historians must take into account the fact that all sources reflect the views and context of their author
	Historical Interpretations	<ul style="list-style-type: none"> - To know that historical interpretations contain broad arguments about the past and its meaning - To know that historical interpretations reflect their authors' context, viewpoint, purpose, and intended audience as well as the evidence they have chosen to use
	Writing History	<ul style="list-style-type: none"> - To structure historical writing with clear paragraphs making distinct points answering the set question - To explicitly weight up evidence in order to reach clear judgements