

# History

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**Curriculum Intent:** To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

|        | Core Knowledge                                                                          | Procedural Knowledge                                                                                                                                                                                                                                                                                                       |
|--------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | <b>Half Term One</b><br><br>The inter-war years including the rise of Hitler in Germany | <b>Students will:</b><br>Explain why events happened (causation).<br><br>Recognise and compare historical interpretations.<br><br>Understand why historical interpretations have changed over time.<br><br>Make inferences from contemporary sources.<br><br>Make comparisons and connections (similarity and difference). |
|        | <b>Half Term Two</b><br><br>The Second World War                                        |                                                                                                                                                                                                                                                                                                                            |
| Spring | <b>Half Term One</b><br><br>The Holocaust                                               | <b>Students will:</b><br>Explain why events happened (causation).<br><br>Recognise and compare historical interpretations.<br><br>Understand why historical interpretations have changed over time.<br><br>Make inferences from contemporary sources.<br><br>Make comparisons and connections (similarity and difference). |
|        | <b>Half Term Two</b><br><br>The Cold War                                                |                                                                                                                                                                                                                                                                                                                            |
| Summer | <b>Half Term One</b><br><br>Civil Rights in the USA                                     | <b>Students will:</b><br>Explain why events happened (causation).<br><br>Recognise and compare historical interpretations.<br><br>Understand why historical interpretations have changed over time.<br><br>Make inferences from contemporary sources.<br><br>Make comparisons and connections (similarity and difference). |
|        | <b>Half Term Two</b><br><br>Civil Rights in South Africa                                |                                                                                                                                                                                                                                                                                                                            |

## Homework:

Homework is set on Bromcom for every six taught hours.

In the Autumn term this will comprise Inter-war menu; a Sheffield Blitz reading and online quiz; Assessment preparation task; and revision of glossary terms for an in-class test. In the Spring term students can expect an *Anne Frank* fact finding task; an online quiz relating to the Holocaust and review of learning; an online

quiz about The Korean War; and a further revision task to prepare for the next assessment. In the final term, students will have video clips/ online quizzes relating to Native American Civil Rights; US Civil Rights for women; and the Bristol Bus Boycott.

**Assessment:**

Autumn Term Assessment 1: On aspects of Year 7/ Year 8 content, including the First World War; the Rise of Hitler; and the Second World War. This will assess knowledge retention; making inferences from sources; comparison of interpretations and understanding of why they differ; explanation/ causation.  
Summer Term Assessment 2: On aspects of Year 7/ Year 8 learning; the Holocaust; the Cold War; and US Civil Rights. This will assess description skills; explanation / consequence; making inferences from sources; and understanding how historical interpretations are shaped by context

**Links to Personal Development:**

British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance  
Promoting inclusivity and diversity of all protected characteristics  
Prepare learners for future success in education, employment and training  
Moral development: Recognise the difference between right and wrong  
Cultural development: Understanding the wide range of cultural influences that shape individuals

**How is my knowledge developed further at GCSE?**

For those students choosing to study History, there is an opportunity to deepen their engagement with the Norman Conquest (links to the Fight for Power in Year 8), the Making of America (links to Transatlantic Slavery in Year 8 and US Civil Rights in Year 9) and Life in Nazi Germany (links to Rise of Hitler and WWII in Year 9). GCSE also tests the skills acquired throughout the Key Stage Three programme of study.