**Intent Statement**:

Our vision for History at Tottington High School is for all students to develop a passion for the past, to promote empathy for people after life changing events, and create independent learners who appreciate and understand the world around them. Historical events influence our lives and have shaped our personal Histories, so with the Curriculum, we intend to investigate the impact these events have, and how they influence the future. Our History curriculum enables students to develop their skills through using evidence from the past to investigate how the world has been shaped through past events, reach judgements about the past, and become analytical learners.

**Implementation statement:**

Learning History at Tottington is through the development of skills over the course of KS3 and into KS4. We revisit skills throughout the curriculum, ensuring that pupils are aware that history is not just about recalling facts, but also investigating the impact that this has on our daily lives. We reach in the main in chronological order, so that pupils are able to compare and contrast the developments and what has impacted change throughout the years. In history we want pupils to be able to expand both their knowledge, but also their understanding about the world that they live in; to help them form clear judgements and ensure that after their school experience they have skills for life such as an inquisitive mind, evaluation and confidence in their opinions. Regular extended writing tasks with reference made to assessment objectives and structures ensures that there is a gradual progressions of skills and knowledge. Skills of oracy are being developed through debars, especially at KS4, which assists with the development of conclusions and listening to alternative viewpoints.

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|  | **History** | | | | | |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 7 Unit objective** | **Skills** – What is History, and the skills needed to access and investigate. | **Normans** – the Norman Invasion, William the Conqueror and Settlement. | **Medieval life** – what was life like, how were medieval people controlled, Black Death, Peasants Revolt, and developments in Medicine. | **Medieval life** –Black Death, Peasants Revolt, and developments in Medicine. | **Plains Indians** – who were they and how did life change with Westward expansion? | **Tudors** – What challenges did the Tudor monarchs face, and what was life like under their rule? \* |
| **Year 7 key concepts** | Pupils build on the skills learnt at Key stage 2, developing their historical skills of chronology, inference, using sources as evidence, analysing interpretations and reaching judgements. | * Understanding how law and life in England changed under different societal leadership styles. * Reaching judgements on who would make the best King when a country has no leader. * Analysing the impact of the Norman Conquest on law, order and individual lives**.** | * Chronological awareness of Medieval Society is investigated. * Developments are analysed using key judgements. | * Chronological awareness of Medieval Society is investigated. * Developments are analysed using key judgements. | * Chronological skills used to investigate the changes Native Americans had. * Analyse the impact of migration. * Evaluate the impact of European influence on Native American societies. | * Analysing sources to understand their reliability. * Questioning why certain sources were created. * Evaluating the reigns of different Tudor monarchs |
| **Year 8 Unit objective** | **Tudors** – What challenges did the Tudor monarchs face, and what was life like under their rule? \* | **Stuarts** – Why was there so much disruption and rebellion, including Civil war and the Gunpowder Plotters? | **Industrial Revolution** – How did this change the face of Britain, and help with the British Empire? | **Slavery** – Life for a slave, why slavery was needed, how did it end? | **World War I** – short term and long term causes, trenches and the role of women | **Suffragettes** – why did suffrage and voting become important during the 20th century, and how did women finally get the vote? |
| **Year 8 key concepts** | * Analysing sources to understand their reliability. * Questioning why certain sources were created. * Evaluating the reigns of different Tudor monarchs | * Investigating the chronology of the Stuart reign. * Analysing the strengths and weaknesses of Oliver Cromwell. * Analysing sources to judge if Oliver Cromwell was a hero or a villain. | * Looking at the chronology of the development of Britain. * Analysing sources to judge their use, and how the Industrialisation of England, most significantly the North West, impacted society. * Evaluating the success of the British Empire, and why this happened. | * Looking at the chronology of the slave trade – how it began, the slave triangle and then the abolition. * Researching individuals, and analysing their impact and significance on the abolition of the slave trade. | * Categorising the long and short term causes of war. * Evaluating the main reason that the war broke out * Comparing the role of men and women in war through the use of sources. | * Evaluating sources to show the impact of the suffrage movement. * Evaluating whether the suffrage movement was a success or not, through investigations of individuals. |
| **Year 9 Unit objective** | **Days that shook the world** – How did events during the 20th century impact on everyday life? Featuring Atomic bomb, the Cold War, America and the Vietnam War, the moon landings. | **Days that shook the world** – How did events during the 20th century impact on everyday life? Featuring Atomic bomb, the Cold War, America and the Vietnam War, the moon landings. | **Holocaust** – review what started the Holocaust, impact and events. Also, acknowledge other genocides throughout the world, and the impact that this had | **Days that shook the world** – How did events during the 20th century impact on everyday life? Featuring who shot JFK, Black Civil Rights, slavery, genocide, Diana, 9/11. | **Crime and Punishment (Whitechapel) -** 30% GCSE Thematic study of Crime and Punishment from c1000-present. | **Crime and Punishment (Whitechapel) -** 30% GCSE Thematic study of Crime and Punishment from c1000-present. |
| **Year 9 key concepts** | * Analyse the impact of each event that is covered. * Annotate and analyse sources to reach a judgement about how fairly theyare represented. | * Analyse the impact of each event that is covered. * Annotate and analyse sources to reach a judgement about how fairly theyare represented**.** | * Understand the chronology of events leading up to the Holocaust. * Analyse interpretation and sources to investigate opinions at the time. * Use empathy skills to relate to those who were affected by the Holocaust. | * Analyse the impact of each event that is covered. * Annotate and analyse sources to reach a judgement about how fairly theyare represented. | * Use source evaluation skills to reach judgements about the reliability of sources to investigate the past. * Understand key events on Whitechapel | * Use source evaluation skills to reach judgements about the reliability of sources to investigate the past. * Understand key events on Whitechapel |
| **Year 10 Unit objective** | **Crime and Punishment -** 30% GCSE Thematic study of Crime and Punishment from c1000-present. | **Crime and Punishment (Whitechapel) -** 30% GCSE Thematic study of Crime and Punishment from c1000-present. | **Elizabeth –** 20% GCSE. British depth study on Early Elizabethan England, 1558-88 | **Elizabeth –** 20% GCSE. British depth study on Early Elizabethan England, 1558-88 | **Cold War** – 20% GCSE Period study on Superpower relations, 1941-91 | **Cold War** – 20% GCSE Period study on Superpower relations, 1941-91 |
| **Year 10 key concepts** | * Have a chronological awareness of events from 1100-present (crimes, punishment and law enforcement) * Compare similarities and differences between period about similar themes. * Explain the importance of key events in History. * Reach judgements and evaluate the importance of key events in each time period**.** | * Have a chronological awareness of events from 1100-present (crimes, punishment and law enforcement) * Compare similarities and differences between period about similar themes. * Explain the importance of key events in Elizabethan History. * Reach judgements and evaluate the importance of key events in each time period**.** | * Understand the chronology of Elizabeth I’s reign. * Explain the importance of key events in History. * Reach judgements and evaluate the importance of key events in each time period**.** | * Understand the chronology of Elizabeth I’s reign. * Explain the importance of key events in History. * Reach judgements and evaluate the importance of key events in each time period**.** | * Understand the causes and consequence of the Cold War * Understanding the key events during the Cold War, showing an awareness of chronology. * Evaluating the importance of events**.** | * Understand the causes and consequence of the Cold War * Understanding the key events during the Cold War, showing an awareness of chronology. * Evaluating the importance of events**.** |
| **Year 11 Unit objective** | **Cold War** – 20% GCSE Period study on Superpower relations, 1941-91 | **Weimar Germany –** 30% GCSE study of changes during Weimar Germany | **Weimar Germany –** 30% GCSE study of changes during Weimar Germany |  | **Revision/ exam practice** | **Revision/ exam practice** |
| **Year 11 key concepts** | * Understand the causes and consequence of the Cold War * Understanding the key events during the Cold War, showing an awareness of chronology. * Evaluating the importance of events**.** | * Understanding the chronology of Weimar to Nazi Germany. * Analysing sources and interpretations. * Making inferences from sources to gain a viewpoint and understanding of the time. * Explain the importance of key events in Germany. * Evaluating the importance of certain laws and events, and the impact that this will have on Germany. * Reaching a judgement about how far you agree with interpretations | * Understanding the chronology of Weimar to Nazi Germany. * Analysing sources and interpretations. * Making inferences from sources to gain a viewpoint and understanding of the time. * Explain the importance of key events in Germany. * Evaluating the importance of certain laws and events, and the impact that this will have on Germany.   Reaching a judgement about how far you agree with |  |  |  |