**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.

|  |  |
| --- | --- |
|  | **History** |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 7** | **Skills** – What is History, and the skills needed to access and investigate. | **Norman**s – 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 8** | **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 9** | **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 -** 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 10** | **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 11** | **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 | **Weimar Germany –** 30% GCSE study of changes during Weimar Germany | **Revision/ exam practice** | **Revision/ exam practice** |