



Curriculum Progression (Intent) History

Long Term Intent

- To empower learners to understand how the past impacts the current and prepares them for the future. To enable them to critically analyse the world around them.
- To develop successful learners who are independent and enjoy learning; making outstanding progress and achieving personal excellence.
- To learn through discovery and investigation and develop a love of learning history.
- To be confident individuals who understand how history fits into society.
- To develop an ethos which allows everyone to experience success and build resilient and confident scientists.
- To inspire and empower pupils to take next steps in history education beyond Unsworth Academy High School.

	Knowledge and Understanding	Skills
	<p>The department continue to monitor advice from the AQA exam board as to any changes to the GCSE paper and specification.</p>	
Year 11	<ul style="list-style-type: none"> • Know the following topics to a secure understanding: Paper 1 Section A - America 1919-1972 Paper 2 section B – Elizabethan England 1568-1603 Elizabeth’s background and character Elizabethan politics, the succession crisis Elizabethan culture and the ‘Golden Age’ The poor in Elizabethan England Elizabethan exploration Religion, Mary Queen of Scots Conflict with Spain Recap, review, revise all areas of the GCSE specification. Paper 1 Section A – America 1919-1972 Paper 1 Section B – Conflict and Tension – 1919-1939 Paper 2 Section A – Power and the People 1100 -modern day Paper 2 section B – Elizabethan England 1568-1603 • Within all topics show a detailed understanding of history • Use history vocabulary and historical terms appropriately • Demonstrate clear communication skills and oracy. • Use historical knowledge to describe and explain confidently 	<p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>

	<ul style="list-style-type: none"> Use contextual knowledge with source confidently. 	
Year 10	<p><u>Paper 1 Section B</u> <u>Conflict and Tension – 1919-1939</u> The End of WW1 The ‘Big Three’ Treaty of Versailles League of Nations Hitler’s Foreign Policy Causes of WW2</p> <p><u>Paper 2 – Section A</u> <u>Power and the People</u> Medieval Era; Magna Carta, First Parliament, Peasants’ Revolt, Early Modern Era; Pilgrimage of Grace, English Civil War, American Revolution 19th century; Chartists, Reformers, Trade Unions 20th century; Women’s rights, worker’s rights, Minority rights</p> <p><u>Paper 2 Section B</u> <u>Elizabethan England</u></p> <ul style="list-style-type: none"> Within all topics show a good level of understanding of history Use history vocabulary and historical terms appropriately Demonstrate clear communication skills and oracy. Embed use of historical knowledge to describe and explain Use contextual knowledge with source confidently. 	<p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>
Year 9	<ul style="list-style-type: none"> Know the following topics to a secure understanding: Challenges for Britain, WW2 Hitler’s rise to power Holocaust Life in Nazi Germany Key events of WW2 – Pearl Harbour, Stalingrad, Operation Barbarossa Atom Bomb Challenges for Britain, WW2 Home Front Battle of Britain, Blitz, Battle of the Atlantic Government safety policies – rationing, blackout, evacuation 	<ul style="list-style-type: none"> Know different interpretations exist and why Can describe a source Can find information from evidence and sources Can compare find similarities and differences in text and visual sources Analyse, evaluate and make a judgement on historical events or evidence Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

	<ul style="list-style-type: none"> • A significant issue in world history; America in the 20th Century? 1920s 'Boom', Henry Ford 1920s popular culture, jazz Al Capone and gangsters Bust and the Depression Hoover Roosevelt and the New Deal 1930s culture WW2 and its impact on America 1950s popular culture- Elvis, teenager 'McCarthyism'? • Civil Rights movement Martin Luther King and Malcolm X Great Society Feminism Cold War – Korea, Vietnam • Within all topics show a good level of understanding of history • Use history vocabulary and historical terms appropriately • Demonstrate clear communication skills and oracy. • Continue to use historical knowledge to describe and explain 	
Year 8	<ul style="list-style-type: none"> • Know the following topics to a secure understanding: • African Kingdoms Mali, Kongo, Benin • Britain 1745-1901 Industrial revolution Living Conditions in towns Working conditions in factories Public Health - Chadwick, Snow, Bazalgette Punishments Reformers Political reform - Luddites, Peterloo, Suffragettes • The British Empire British Empire (Case studies e.g. India, USA) Slave trade and abolitionists • Challenges for Britain WW1 (Depth Study) Causes of WW1 Trench warfare Life in the trenches Weapons and fighting in WW1 • How did countries try to keep the peace? 	<ul style="list-style-type: none"> • Know different interpretations exist and why • Can describe a source • Can find information from evidence and sources • Can compare find similarities and differences in text and visual sources • Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

	<p>Treaty of Versailles League of Nations Appeasement</p> <ul style="list-style-type: none"> • Politics, beliefs, Ideologies Political system of Britain Capitalism and Communism Revolutions – e.g. France, America, Haiti Dictators • Within all topics show a good level of understanding of history • Within all topics show a good level of understanding of history • Continue to use history vocabulary and historical terms appropriately • Develop and demonstrate their communication skills and oracy. • Continue to use historical knowledge to describe and explain 	
Year 7	<ul style="list-style-type: none"> • Know the following topics to a secure understanding: • History Skills; An introduction to History Using evidence • Britain before 1066; • Romans - overview Saxon life, Saxon law and order Church, State and Society 1066-1509 • The Norman Conquest; Contenders for the throne Battles of Fulford and Stamford Bridge Battle of Hastings How did Harold die? Normans control of England Life for ordinary people Medieval beliefs – religion, world view Black Death • A significant issue in world History - Islam Arabia in C6th Reasons for Islamic Empire expansion Arabic knowledge Islamic Spain Crusades • Church, State and Society 1509-1745 War of the Roses The Tudor Monarchs Henry VIII and the Reformation Elizabeth I and marriage, Spanish Armada Tudor life 	<ul style="list-style-type: none"> • Know different interpretations exist and why • Can describe a source • Can find information from evidence and sources • Can compare and find similarities and differences <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>

	<ul style="list-style-type: none">• Church, State and Society 1509-1745 The Stuart Monarchs James I and the Gunpowder Plot James I and Witchcraft Causes of the Civil War Civil War battles – e.g. Naseby Oliver Cromwell and Charles II (Fire of London, Great Plague, Whigs v Tories)• Within all topics show a good level of understanding of history• Begin to frequently use history vocabulary and historical terms appropriately• Develop and demonstrate their communication skills and oracy.• Begin to use historical knowledge to describe and explain	
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