

History Curriculum

Rationale for topic choices in each year group:

Pupils receive 3 hours of history teaching fortnightly. Year 7- 9 are taught together reflecting need. Subject content is carefully chosen to engage pupils' interests and curiosity and combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. The teacher is a subject specialist and a GCSE examiner. The topics reflect the requirement for teaching fundamental British values (government and democracy, equality, morality, tolerance etc.) and prepare pupils to acquire transferable knowledge and skills for further study. The topics will prepare pupils for history GCSE if they have the opportunity to do this and planning adapts GCSE schemes.

Long Term Plan:

Year group	Autumn term	Spring term	Summer term	Schemes of work and further information	How are pupils assessed?
7	Conflict and Tension: An overview of The First World War	Democracy and Dictatorship a study of Germany in depth	Period studies of America: <ul style="list-style-type: none"> • 1840–1895: Expansion and consolidation • 1920–1973: Opportunity and inequality 	http://filestore.aqa.org.uk/resources/history/AQA-81451BA-SOW.PDF http://filestore.aqa.org.uk/resources/history/AQA-81451AB-SOW.PDF	Pupils work is assessed against 4 assessment objectives (AO). This will show progression. The grading system of 1-5 reflects GCSE grades in terms of knowledge acquisition and skills. Some pupils will not be working at level 1. Therefore they will be assessed against 'entry level' accreditation criteria. Please refer to AO and grading framework in the chart below.
8	Conflict and Tension: An overview of The First World War	Democracy and Dictatorship a study of Germany in depth	Period studies of America: <ul style="list-style-type: none"> • 1840–1895: Expansion and consolidation • 1920–1973: Opportunity and inequality 	http://filestore.aqa.org.uk/resources/history/AQA-81451AA-SOW.PDF http://filestore.aqa.org.uk/resources/history/AQA-81451AD-SOW.PDF	
9	Conflict and Tension: An overview of The First World War	Democracy and Dictatorship a study of Germany in depth	Period studies of America: <ul style="list-style-type: none"> • 1840–1895: Expansion and consolidation • 1920–1973: Opportunity and inequality 	https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study	

Grade	A01 Knowledge and Understanding	A02 Explanation and analysis (Second order concepts)	A03 Source Investigation	A04 Interpretations
W	<p>You can talk about the periods you have studied (e.g. Greeks, Romans) but struggle to place these in the correct order.</p> <p>You can remember some historical words but sometimes muddle their meanings</p>	<p>You can identify at least one cause of a historical event.</p> <p>You can describe simple differences between life in the past and the way we live today.</p>	<p>You know that a historian uses sources to find out about the past.</p>	<p>You can repeat stories and legends about the past which you have been told.</p> <p>You can give your opinion about a figure or event from the past without evidence</p>
1	<p>You can write some facts about life in the past.</p> <p>You can use simple chronological words and a few key words in your work.</p> <p>You can place some historical events in order You can construct a simple timeline.</p>	<p>You can identify some causes and consequences of historical events.</p> <p>You can identify simple changes which took place in the past</p> <p>You can identify aspects of continuity between periods you have studied.</p> <p>You can identify a reason why a person or event is important</p>	<p>You can identify some correct information in a source.</p> <p>You can repeat or paraphrase correct information from a source to help answer a question.</p>	<p>You can identify positive and negative facts in a source.</p> <p>You can give your opinion about a figure or event from the past with some evidence</p>
2	<p>You can write a simple description of the key features of events in the past and attempt to use factual detail in your writing.</p> <p>You can remember historical vocabulary and try use it in your work.</p>	<p>You can describe some causes and consequences of events</p> <p>You can describe examples of change and continuity from the past.</p> <p>You can describe things that have stayed the same (continuity) during various historical periods.</p> <p>You can describe a significant person or event</p>	<p>You can comment on sources at face value and select the correct information to answer questions.</p> <p>You can make unsupported inferences</p>	<p>You know that history is made up of different stories about the past.</p> <p>You can describe two different interpretations about an event or person.</p>
3	<p>You are starting to organise my work into a structured framework and your work contains quite a lot of accurate knowledge.</p> <p>You are starting to use more and more key words in your</p>	<p>You can sort causes into categories with some confidence and can see how some causes and consequences are linked.</p> <p>You can provide some simple reasons why changes happened or why things remained the same.</p> <p>You can give simple reasons why a particular</p>	<p>You can make simple supported inferences from sources.</p> <p>You understand that some sources are not as reliable as others but struggle to explain why this is.</p>	<p>You can begin to explain why some interpretations were made.</p> <p>You can identify an opinion in a source</p> <p>You can identify positive and negative language in a source</p> <p>You can use interpretations to describe the overall impression it gives</p>

	work	person or event was significant.		about a figure or event in history.
4	<p>You can organise your work by yourself and write an account of the past.</p> <p>You use accurate knowledge to support some of your ideas.</p> <p>You use accurate historical vocabulary in your work.</p> <p>You have a simple historical picture of the past which helps with your overall understanding.</p>	<p>You can write a simple explanation about why something happened in history.</p> <p>You can explain simple consequences and link them to events.</p> <p>You are beginning to talk about how big or how quickly change happened in the historical periods you have studied.</p> <p>You can produce simple explanations of why some things have stayed the same in history.</p> <p>You can write a simple explanation of why an event or person was significant.</p>	<p>You can consistently produce supported inferences about the past using the detail of a source.</p> <p>You are starting to be able to explain why some sources are more reliable than others.</p>	<p>You have some understanding that interpretations are different because of their purpose.</p> <p>You know that one reason historians have different interpretations is that they may use different sources to build a picture of the past.</p>
5	<p>You can write a narrative account of the past which is well organised and shows some basic analysis of the events.</p> <p>You can use knowledge to support your ideas.</p> <p>You can use accurate historical vocabulary in your work.</p>	<p>You can form a causal explanation of why something happened which attempts to follow a line of argument.</p> <p>Arguments are often one sided</p> <p>You can give an explanation of why something changed or stayed the same</p> <p>You can explain one evidenced reason why a person or event was significant</p>	<p>You can make supported inferences about the past using the detail of a source and your historical knowledge.</p> <p>You can use a source to make comments about the content as well as simple ideas about the provenance (nature, origin and purpose).</p> <p>You understand that an unreliable source can sometimes be useful to a historian.</p>	<p>You can give a simple explanation of why an interpretation was constructed.</p> <p>You are able to provide a simple explanation of why some interpretations may differ.</p>