



HISTORY CURRICULUM STATEMENT

The History curriculum at The Trafalgar School at Downton will fire students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It will enable students to develop their own identities through an understanding of History at personal, local, national and international levels. It will enable students to ask and answer questions of the present by engaging with the past. History will provide students with a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire students' curiosity to know more about the past. Teaching will equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History will enable students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day *so that* ***students can construct a clear chronological narrative that recognises how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.**
- Students will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind *so that* **they *have greater awareness of the world around them.**
- Students will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' *so that* ***students gain confidence in using key terminology in their work.**
- Students will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance *so that* ***students can use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.**
- Students will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims *so that* ***they can discern how and why contrasting arguments and interpretations of the past have been constructed.**
- Students will gain historical perspective by placing their growing knowledge into different contexts *so that* ***they understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

Beyond lessons students will have opportunities to visit key local, national, and international historical sites.

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr7 Units	What is History?	How did England come to have a French king?	How did Medieval Monarchs keep control?	Hell on Earth? Was Medieval life really that bad?		Why did the power of the Catholic Church waver in the 16 th century?
Key learning	Students learn basic terminology and skills and use these to carry out an historical investigation.	Students will examine aspects of Anglo-Saxon life and explore how and why the crisis of 1066 developed	Students will analyse methods of control used by differing medieval monarchs and evaluate their success.	Students will explore elements of medieval life and evaluate the impact on individuals at the time		Students will examine the ideas of Martin Luther and the emergence of the Protestant faith. This will lead to analysis of Henry VIII's policies towards religion.
Assessment	Students will complete a source analysis assessment culminating in a write up of the historical process. (Tolland Man Police Report)	Assessment will analyse causation and consequence through analysis of 'Why did Harold lose the Battle of Hastings?'	Focus for assessment is on evaluating interpretations by examining 'Did Disney get it right? Was John a bad king?'	Students will develop a balanced response evaluating 'Towns were new, exciting places to live'. Do you agree with this statement?	Students will research and present an aspect of life in a castle; this will be on a variety of topics including castle design, food, jobs etc.	
Homework	Every three weeks a knowledge test will be completed. This will focus on aspects of Anglo-Saxon England as well as historical skills including chronology and causation.	Every three weeks a knowledge test will be completed. This will focus on aspects of the Norman Conquest as well as historical skills including chronology and causation. T1	Every three weeks a knowledge test will be completed. This will focus on aspects of Stephen & Matilda, Henry II, King John, as well as interleaving elements from the Norman Conquest T2	Every three weeks a knowledge test will be completed. This will focus on aspects of village and town life in medieval England as well as interleaving elements from medieval monarchs' actions. T2 & 3	Every three weeks a knowledge test will be completed. This will focus on aspects of castle design, attacking & defending, as well as interleaving elements from village and town life T4.	Every three weeks a knowledge test will be completed. This will focus on religious change and differences between Catholic and Protestants. Interleaving of topics from the year.

Yr8 Units	All Change? How did the Tudor monarchs affect the religion of England?	Was England turned upside down in the 17th Century?		Mansa Musa: The Richest Man in History?	Icons of Empire: The British Empire and the Changing Face of Britain	
Key learning	Students will explore the religious, political, and social issues facing 16 th century England and the actions of the Tudor monarchs. Focus on Elizabeth's problems as a result of her religious policies including the issue of marriage, Mary Queen of Scots, the threat from Spain.	Students will examine the difficulties faced by Stuart monarchs and the causes, events, and impact of the English Civil War	Examination of the reign of Oliver Cromwell, the Restoration of the monarchy, Great Plague, and the Great Fire of London.	Students will explore the rule of Mansa Musa, how he grew his empire, and the legacy that he left.	An examination of the British Empire including its formation, growth, and eventual decline. Students will examine varying views of the empire including the views of foreign subjects within the colonies. Students will also evaluate the significance of the Battle of Trafalgar and Lord Nelson, Duke of Wellington, Queen Victoria, and Cecil Rhodes	
Assessment	Assessment based causes and consequences of 'How did the English defeat the mighty Armada?'		Assessment based on analysis of interpretations of Oliver Cromwell to determine whether he was a 'hero or villain'		Students will analyse interpretations of figures of the British Empire, debating whose statue survives (?)	
Homework	Every three weeks a knowledge test will be completed. This will focus on aspects of Tudor religious policy as well as interleaving elements of religious differences from Term 6 Y7.	Every three weeks a knowledge test will be completed. This will focus on causes, events and impact of the English Civil War as well as interleaving themes of religious change Y7 T6 & Y8 T1	Every three weeks a knowledge test will be completed. This will focus on the rule of Oliver Cromwell as well as interleaving Y3 T3 monarchs' control	Every three weeks a knowledge test will be completed. This will focus on the empire and leadership of Mansa Musa as well as interleaving Y7 T4	Every three weeks a knowledge test will be completed. This will focus on the impact of significant figures & events in the history of the British Empire as well as interleaving events of Cromwell's rule T2 & the reign of Mansa Musa from T4.	
Yr9 Units	'Black Gold' – The North Atlantic Slave Trade	Britain – The Workshop of the World	The First World War		Rise of Hitler, World War Two, Holocaust	
Key learning	Students will learn about the North Atlantic Slave Trade, its beginnings, conditions, plantation life and the abolition of slavery.	Students will examine how Britain developed into an industrial nation and the impact this had on Britain and her people.	Students will explore the causes of the First World War, the nature of warfare, key battles, and the impact of the conflict.		Students will explore the impact of the First World War and the peace treaties on the countries of Europe. They will analyse the rise of Hitler and the causes of the Second World War. Students will explore key events of the conflict and the Holocaust.	
Assessment	Students will assess the accuracy of Spielberg's film <i>Amistad</i> as an interpretation.	Assessment will focus on how and why the Industrial Revolution began in Britain	Students will assess interpretations of the First World War and comment on their accuracy. A second piece of writing will look at how the conflict was prolonged by technology.		Assessment will be looking at two interpretations discussing Hitler's role in causing war in 1939.	
Homework	Every three weeks a knowledge test will be completed. The focus will be on the slave trade and interleaving from Y8 T5 & 6	Every three weeks a knowledge test will be completed. This will focus on the industrial revolution as well as interleaving elements of the Empire unit and Y8 T2 & Y7 T4	Every three weeks a knowledge test will be completed. The focus of these will be the causes of the FWW & features of trenches. Interleaving from Y8 T6	Every three weeks a knowledge test will be completed. The focus will be on key battles of the FWW as well as the peace treaties. Interleaving from Y8 T2	Every three weeks a knowledge test will be completed. Focus will be on the interwar years and the causes of WW2. Interleaving from Y9 T3	Every three weeks a knowledge test will be completed. Focus will be on key events of WW2, interleaving from topics this year.
Terms	1	2	3	4	5	6
Yr10 Units	Weimar & Nazi Germany			Superpower Relations and the Cold War 1941-1990		Medicine in Britain
Key learning	Students will examine the establishment of the Weimar Republic and problems facing the new government.	Students will learn about the rise of the Nazi Party, Hitler's appointment as Chancellor, and methods of control utilised.	Students will examine aspects of life in Nazi Germany including the economy, youth, women, and minority groups.	Students will examine causes of the Cold War and three key flash points of the conflict: Berlin, Cuba, & Czechoslovakia.	Students will analyse reasons for the end of the Cold War and the collapse of the Soviet Union.	Students will examine what medieval medicine in Britain was like, the causes, prevention and treatments.
Assessment	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions
Homework	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice
Yr11 Units	Medicine In Britain c1250-present		Anglo-Saxon and Norman England c.1060-88		Revision & Exam Preparation	
Key learning	Students will learn about the Renaissance and Industrial periods of medicine, focusing on key individuals and the causes, prevention, and treatment of illnesses.	Students will learn about the modern era of medicine in Britain, as well as the impact of the First World War. This will include key individuals	Students will learn about Anglo-Saxon society and the crisis of 1066. They will explore why and how the Normans took control of England.	Students will learn how the Normans consolidated their control of England and how Norman society affected the people of England.	Students will review their knowledge and exam techniques in preparation for the June exams.	

		and developing understanding of causes, prevention and treatment.			
Assessment	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	End of Unit Test Practice exam questions	Practice exam questions
Homework	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice	Google Classroom – skills and knowledge test every two weeks GCSE exam question practice

CURRICULUM PROGRESSION MAPPING

HISTORY - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING						
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
Knowledge and Understanding	Student can create a very brief list of an event, person, and era in the past.	Student's work shows evidence of a little accurate and relevant material. Student shows a basic understanding of the concept of chronological narrative. Student's work shows evidence of some appropriate terminology.	Student's work shows evidence of relevant and appropriately selected evidence. However, it may lack depth. Student shows a sound understanding of chronology. Student's work shows evidence of appropriate terminology used with confidence.	Student's work shows evidence of original and independently researched evidence. Student shows the ability to make links between different times, periods and themes.	Student's work shows evidence of precise contextual knowledge used with care. Student's work shows clear evidence of organisation and, through this, a sustained thread of understanding and argument is apparent.	Student's work shows evidence of precise knowledge that enhances & drives forward their argument. Student's work shows a sophisticated use of historical vocabulary.
Cause and Consequence	Student can identify an example of a cause or consequence.	Student gives basic unsupported facts about some causes or consequences of events in the past.	Student explains some causes or consequences of events in the past. Student describes simple links between causes or consequences and create simple categories. Student gives simple reasons why some causes or consequences are more important than others.	Student analyses and evaluates how different causes have different levels of influence with confidence. Student evaluates different perspectives about the causes or consequences of events.	Student constructs an analytical explanation that considers the web of related causes and consequences. Student considers how people/groups of people (historical actors) cannot always predict the effects of their actions leading to unintended consequences and that these unintended consequences can lead to changes.	Student constructs an analytical multi-causal explanation directed specifically at the question asked. Student blends their understanding of causation with a sophisticated explanation of consequence, including how an event may have different consequences depending on focus and scale (e.g. political/social, national/regional).
Change and Continuity	Student can identify areas of change and/or continuity without reason or justification.	Student identifies some areas which changed or stayed the same.	Student explains how things change and stay the same, and can identify turning points in history.	Student analyses a period of history to identify and explain periods of change. Student evaluates rates of change and/or continuity to justify impact on different groups.	Student shows a clear understanding that past societies are not fixed and that there are changes which have occurred spanning centuries and that changes in the past can be identified by looking at developments between different periods. Student has a very clear understanding that change and continuity are interwoven and that both can be present together in history.	Student shows a clear understanding that change is a process which varies over time and that change can be described as a flow in terms of its pace and extent and can create trends as well as contain specific turning points. Student shows a clear understanding that change and continuity are not a single process and that there are many flows of change and continuity operating at the same time and that not all flows go in the same direction.
Using Evidence	Student identifies surface level detail from a source.	Students describes detail in a source. Students creates simple inferences from a source.	Student explains a source using details from it, and can create inferences from a source. Student identifies basic links between a source and contextual knowledge. Student analyses a source and asks questions based on contextual knowledge. Students evaluates a source and comments on the provenance using Nature, Origin, & Purpose (NOP)	Students compares sources and identifies similarities and/or differences. Student makes links between the context of a source (own knowledge) and its content. Student analyses a source using contextual knowledge and explains a judgement on source utility in regard to an enquiry question. Student evaluates a source using its provenance, NOP, and explains a judgement on reliability in regard to an enquiry question.	Student shows a clear understanding that historical evidence must be cross-referenced so that claims are not made based on single pieces of evidence and that cross-referencing means checking against other primary or secondary sources. Student shows a clear understanding that historical evidence has multiple uses and that the utility of a piece of historical evidence varies according to the specific enquiry or the question being asked.	Student shows a very clear understanding that working with historical evidence begins before the source is analysed by thinking about how the author, intended audience and purpose of a source might affect its 'weight'. Student shows a very clear understanding that historical evidence must be understood on its own terms by thinking about the context in which the source was created and what conditions and views existed at the time.
Interpretations	Student identifies a possible opinion about an event or person in the past	Student describes different opinions about events or people in the past. Student identifies simple similarities and differences within interpretations.	Student explains some reasons for different opinions and interpretations.	Student evaluates different interpretations depending on evidence chosen, time, religion and politics.	Student shows understanding that inferences can be drawn from interpretations of the past, just like with historical sources and that inferences will reveal the message of	Student shows understanding that historical interpretations must be understood on their own terms and that this means thinking about the context in which they were created,

			Student considers the purpose of academic, educational and fictional interpretations.		a particular interpretation. Student considers the viewpoint, purpose, audience and evidence chosen to build an interpretation and how this might impact on the final interpretation.	what conditions and views existed at the time, and how this might impact the final interpretation.
Significance	Student identifies a person/event that might, possibly, be important.	Student gives simple reasons why some people or events are significant or important.	Student explains why some people or events are significant using the 3Rs (remarkable, results, remembered). Student describes some reasons why there are contrasting interpretations about the significance of the same person or event.	Student evaluates significance using the 5Rs (remarkable, results, remembered, resonance, revealing). Student evaluates different perspectives about significance depending on time, class and location. Student evaluates why views on significance change through time.	Student shows a clear understanding that significance is constructed therefore criteria are needed to judge the significance of events, people or developments within a particular historical narrative.	Student shows an understanding of how historical significance varies over time, and by the interpretations of those ascribing (assigning/setting down) the significance. Student shows understanding that historical significance is provisional.