

Department Name: History

Department’s vision: In History, the curriculum is designed to provide specific knowledge regarding wide ranging periods and movements in British, European and American history.

Students will be able to provide clear explanations and reach well-supported judgements because they are confident in source analysis and utilising content, context and provenance to inform their ideas.

Year Group	Topic One	Topic Two	Topic Three	Topic Four	Topic Five	Topic Six	Topic Seven
Year 7	Historical Skills—Black & British	The Norman Conquest	How did William maintain control?	Medieval Life	The Tudors—Henry VIII and Elizabeth	The British Empire	
What will students know by the end of the topic...	How to evaluate historical sources and interpretations, and have a clear sense of chronology, causation and consequences.	Evaluate a range of reasons to explain William’s victory	Explain the significance of the Domesday book, Feudal system and castle development.	Assess a range of sources, to understand who held power in the Medieval world.	Use judgement skills to assess why Henry VIII created the Church of England and why the Armada was defeated.	Judging the impact of the British Empire on a number of different countries, and how interpretation and views on the Empire have changed.	
Year 8	Trade in Enslaved People	The Industrial Revolution	The Suffragettes	World War One	The Holocaust	World War Two	Stalin’s USSR
What will students know by the end of the topic...	Judge the significance of a range of factors which contributed to the end of the Trade in Enslaved people, and the consequences of the Trade in enslaved people around the world.	The key developments of the Industrial Revolution, and judge which had the greatest impact. To assess if this was a period of increasing freedom for all.	How women fought for equal suffrage in Great Britain. To explain why women gained the vote in 1918.	How to use evidence to investigate aspects of life in the trenches. To reach a sustained judgement on the causes of the War, and the success or failure of the Battle of the Somme.	Use a range of sources to investigate the persecution faced by the Jews. To explain why life was so difficult for Jews at this time. To identify and explain consequences of Nazi policies and resistance to the Nazi’s	The key reasons the Nazis came to power and the turning points of the conflict.	To explain how Stalin rose to power, and how he maintained control of the USSR. To understand what life was like in Stalin’s USSR.
Year 9	Medicine Through Time -Medieval medicine, 1250-1500 and Renaissance medicine, 1500-1750.	Medicine Through Time—The Industrial Age 1750-1900	Medicine Through Time—The modern Age 1900-present	Medicine on the British Sector of the Western Front, 1914-1918.	Early Elizabethan England - Queen, government and religion, 1558-69.	Early Elizabethan England—Challenges to Elizabeth at home and abroad, 1569-88.	Early Elizabethan England—Elizabethan society in the Age of Exploration, 1558-88.
What will students know by the end of the topic...	A range of causes, cures and preventions from these time periods. The treatment available in this era.	The role of key individuals and form a judgement on their importance.	Judging how factors such as government effects medical developments.	How to use a range of sources to investigate medical developments.	Explaining why Elizabeth faced challenges early in her reign, and how she dealt with them.	Judging the most significant issue facing Elizabeth from within England and abroad.	Judging what led to the Elizabethan ‘Golden Age’, and if this was the same for all.
Year 10	Weimar and Nazi Germany—The Challenges facing Weimar.	Weimar and Nazi Germany— The Rise of the Early Nazi Party.	Weimar and Nazi Germany-The Consolidation of Power.	Weimar and Nazi Germany-Methods of Control in German Society.	Superpower Relations and the Cold War— The Origins of the Cold War, 1941-58.		
What will students know by the end of the topic...	How the Weimar Republic was created and use sources and interpretations to assess this.	How to use interpretations to investigate the Nazi’s progress 1918-24	How Hitler created a dictatorship and be able to write an explanation of this.	The methods Hitler used to control the hearts and minds of the people.	Understanding the developments in international relations, post World War 2, and the consequences of this.		
Year 11	Superpower Relations and the Cold War— The Origins of the Cold War, 1941-58.	Superpower Relations and the Cold War— Cold War Crises: 1958-70.	Superpower Relations and the Cold War— The End of the Cold War, 1970-91.	Revision-Examination skills and content			
What will students know by the end of the topic...	Understanding the developments in international relations, post World War 2, and the consequences of this.	Understanding of some key flash points in the Cold War, and how these link together.	Understanding how the tensions declined between Superpowers, and importance of key events.	Personalised revision programme, matched to the students areas of need.			
Year 12	Britain Transformed 1918-1997 - A changing political and economic environment, 1918-79 The USA Boom Bust and Recovery, 1920-55—Boom and crash, 1920-29	Britain Transformed 1918-1997 - Creating a welfare state, 1918-79 The USA Boom Bust and Recovery, 1920-55—The Depression and the New Deal, 1929-38.	Britain Transformed 1918-1997 - Society in transition, 1918-79 The USA Boom Bust and Recovery, 1920-55—The impact of the New Deal and the Second World War on the USA to 1945.	Britain Transformed 1918-1997 - The changing quality of life, 1918-79 The USA Boom Bust and Recovery, 1920-54.	Britain Transformed 1918-1997 - Historical interpretations—the impact of Thatcher’s governments, 1979-97.	Y7 - Manor Castle in Sheffield Y8 - Imperial War Museum in Manchester OR National Holocaust Centre in Newark OR International Slavery Museum in Liverpool Y9 - Thackray Medical Museum in Leeds Y10 - Residential to Berlin Y12 - Sheffield Hallam University Library	
Year 13	Coursework—Russia 1856-1953. The Witch Craze in Britain, Europe and Northern America— North Berwick, 1590 and Pendle, 1612.	Coursework—Russia 1856-1953. The Witch Craze in Britain, Europe and Northern America— Bamberg, 1626 and East Anglia, 1644.	Coursework—Russia 1856-1953. The Witch Craze in Britain, Europe and Northern America—Salem, 1693.	Coursework—Russia 1856-1953. The Witch Craze in Britain, Europe and Northern America—growth in scepticism and scientific reasoning.	Revision-Examination skills and content		

Key Stage Four Specification Link—<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Key Stage Five Specification Link—<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

What will students see in their books or folders?

There will be evidence of the weekly low stakes testing and peer assessment of these. Students will be provided with example answers to enable them to construct their own PEEL paragraphs. Historical sources and interpretations will feature alongside student analysis of these. Pupils will complete their classwork in booklets, and their homework in red exercise books.

This subject supports students’ reading and literacy through...

Providing a range of reading opportunities in class including historical sources and interpretations. Key terminology is reinforced frequently and is a feature on every All Saints Absolute. In addition we supply wider reading materials on a range of historical topics to encourage both a love of learning and reading .

This subject supports students’ numeracy through...

The frequent use of chronology at all key stages. Analysis of statistics and interpretation of data are vital skills for the historian to develop.

This subject promotes the following revision strategies as the most effective means of retaining content...

Look ,cover, say, write, check is a great way to retain specific details. Ideally this technique would then be followed up with some application practise such as planning a paragraph or exam style answer. Flash-cards are also great so that adults can help to quiz the students.

There are a range of exam questions to practice on the VLE.

Opportunities for exploring this subject further are available through ...

A different half termly competition for KS3, which encourages students to be creative and use their research skills. The History Hub Library is an additional resource where students can borrow books on a variety of historical topics beyond the taught curriculum, this also provides a quiet place for Sixth form students to work.

