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| Department: | History |

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| **Knowledge- or ‘*what* will we study?’**  This will cover the ‘**1st order concepts’**, giving students a working knowledge of “abstract terms such as ‘empire’, ‘parliament’, ‘peasantry.’”  It will be evidenced in students’ use of relevant historical terminology, a grasp of dates and key figures and events.  From KS3-KS5 this will evolve from a basic parroting of facts, to an increasingly confident narrative of events through to analytical narratives of the past. | **Understanding- or ‘*why* will we study it?’**  This will cover the **‘2nd order concepts’** of causation, change & continuity, similarity & difference and significance.  This will allow students to demonstrate a true understanding of History’s ‘whys’ and ‘hows’. Students should be able to demonstrate an understanding that stories about the past are manmade, changeable and very much up for debate. | **Skills**  This will embrace our role in promoting literacy. Students will develop their writing and argumentative skills, developing from description, through explanation to judgements and analysis. |

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| Year Group | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Year 7** | | **Pre-Norman England & Norman Conquest** | **What kind of change was the Norman Conquest?** | **Medieval England** |  |  |  |
| **Concept** | | **Causation** | **Change and Continuity** | **Change and Continuity** |  |  |  |
|  | Developing | * An understanding that England was formed around the turn of the 1st millennium * A basic understanding that there were Viking raids, rebellions and challenges facing England’s rulers. | * An ability to discuss some of the changes carried out by the Normans. * A surface-level understanding of the function of castles, the events of the Harrying, the purpose of the Domesday Book and the feudal system. | * Able to make basic definitions of the term ‘medieval.’ * A basic understanding of key developments in the medieval era, including technological advancements and everyday life. |  |  |  |
| Knowledge | Core | * A growing ability to explain why England was formed before 1000 C.E. * An understanding of the Great Viking invasion, the rebellion of Earl Godwin and the main events of King Edward’s reign. | * An ability to make basic comparisons between Norman and Anglo-Saxon society, with examples from both. * An understanding of why William introduced the measures he did, with examples to support. | * Beginning to be able to analyse the accuracy of the term ‘medieval’ * An ability to make basic observations about the types of changes that occurred across the period. * An understanding of how and why these changes were possible. |  |  |  |
| Advanced | * As core, but now demonstrates a wide variety of specific examples to illustrate the aforementioned events. | * An in depth understanding of the importance of castles, the Harrying, the Domesday Book and Feudalism. * As core, but now demonstrates a wide variety of specific examples to illustrate the aforementioned events. | * Able to analyse the term ‘medieval’ before creating their own definition of the period * As Core, but now able to evaluate the over-all extent of similarity/change |  |  |  |
|  | Developing | * A basic description of the topic, with a small selection of key terms used to support written and oral answers. | * A basic description of the topic, with a small selection of key terms used to support written and oral answers. * Student responses refer to change. | * A basic description of the topic, with a small selection of key terms used to support written and oral answers. * Student responses refer to changes and (possibly) continuities |  |  |  |
| Understanding | Core | * An increasingly ‘Thick description of events. Some key terms are used, but not always correctly. | * An increasingly ‘Thick description of events. Some key terms are used, but not always correctly. * Responses are focused on the question, rather than the topic. * Responses begin to address change. | * An increasingly ‘Thick description of events. Some key terms are used, but not always correctly. * Responses are focused on the question, rather than the topic. * Responses are increasingly focused on change. |  |  |  |
| Advanced | * ‘Thick description’ that uses a wide range of key terminology to accurately describe events. | * As above, but students are now beginning to explain the pace, extent, speed or type of change. | * As above but students are now explaining the extent of change |  |  |  |
|  | Developing | * Student answers demonstrate limited organisation. * Key terminology is used sporadically or incorrectly. * Answers focus on the topic, rather than the question. | * Student answers demonstrate limited organisation. * Key terminology is used sporadically or incorrectly. * Answers focus on the topic, rather than the issue of change | * Student answers demonstrate limited organisation. * Key terminology is used sporadically or incorrectly. * Answers focus on the topic, rather than the issue of change |  |  |  |
| Skill | Core | * Student responses attempt to use paragraphs to demonstrate organisation of ideas. * Answers are increasingly focused on the question. * Key terminology is used with increasing confidence. | * Student responses attempt to use paragraphs to demonstrate organisation of ideas. * Answers are increasingly focused on the issue of change. * Key terminology is used with increasing confidence. | * Student responses attempt to use paragraphs to demonstrate organisation of ideas. * Answers are increasingly focused on the issue of change. * Key terminology is used with increasing confidence. |  |  |  |
| Advanced | * Answers are well organised into paragraphs that are fully focused on the question. * A good range of key terminology is used throughout the answer. | * Answers are well organised into paragraphs that are fully focused on the issue of change and continuity. * An impressive range of key terminology is used throughout the answer. | * Answers are well organised into paragraphs that are fully focused on the issue of change and continuity. * An impressive range of key terminology is used throughout the answer. |  |  |  |

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| * Year Group | | * Term 1 | * Term 2 | * Term 3 | * Term 4 | * Term 5 | * Term 6 |
| * **Year 8** | | * **The Reformation** | * **The British Civil Wars** | * **The British Empire** |  |  |  |
| * **Concept** | | * **Significance** | * **Causation** | * **Causation** |  |  |  |
|  | * Developing | * An ability to discuss some of the changes caused by the Reformation * A surface-level understanding of the impact of the changes and resonance * Some evidence of local knowledge being used. | * An understanding that Britain experienced political turmoil during the reigns of the early Stuarts * A basic understanding of the debates between rulers and the ruled. * A basic grasp of the chronology of events that led to war. | * Able to define key terms like empire or colony * A basic understanding of areas within the Empire and the chronology of empire * Able to identify the reasons Britain wanted an Empire. |  |  |  |
| * Knowledge | * Core | * Able to confidently discuss the changes and resonance of the reformation * A basic understanding of what the reformation reveals. * This is supported by a mix of local and national examples | * A growing ability to explain why Britain experienced turmoil during this period. * An understanding of debates over finances, religion and power. | * Able to discuss the ‘themes’ that influenced empire, giving a range of examples to support answers * Able to explain why these themes influenced Britain’s desire for Empire. * Able to make basic judgements about why Britain wanted an empire. |  |  |  |
| * Advanced | * An in depth understanding of the importance of resonance and changes caused by the reformation, as well as what it reveals. * This is supported by a wide variety of specific local and national examples | * As core, but now demonstrates a wide variety of specific examples to illustrate the aforementioned events. * A firm chronological understanding of events, esp. in the 1630s-1642 | * As core, but able to compare the themes, coming to a substantiated judgement about why Britain wanted an Empire. |  |  |  |
|  | * Developing | * A basic description of the topic, with a selection of key terms used to support | * A basic description of the topic, with a selection of key terms used to support | * A basic description of: * countries involved in the imperial story * key individuals (such a Rhodes) * the key themes (e.g. foreign competition) |  |  |  |
| * Understanding | * Core | * An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | * An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | * An increasingly ‘thick’ description of the above. Students are now using key terms regularly, but not always correctly or in the correct context. |  |  |  |
| * Advanced | * ‘Thick description’ that uses a wide range of key terminology to accurately describe events. | * ‘Thick description’ that uses a wide range of key terminology to accurately describe events. | * ‘Thick description’ that uses a wide range of key terminology to accurately describe events. |  |  |  |
|  | * Developing | * Student answers demonstrate limited organisation. * Key terminology is used sporadically or incorrectly. * Answers focus on the topic, rather than on significance. * The ‘r’s are either not used, or used incorrectly | * Student answers demonstrate limited organisation into paragraphs * Key terminology is used sporadically or incorrectly. * Answers focus on the topic, rather than the question. | * Students can organise their ideas in paragraphs * Key terminology is used. In some instances this is still sporadically or incorrectly. * Answers are increasingly focused on the question. | * Answers are increasingly focused on the question | * Students write in factored paragraphs * Answers are focused on the question * A good range of key terminology is used throughout the answer. | * Students write in factored paragraphs * Answers are focused on the question |
| * Skill | * Core | * Student responses attempt to use paragraphs to demonstrate organisation of ideas. * Answers are increasingly focused on ‘r’s which begin to add value to the answer. * Key terminology is used with increasing confidence | * Student responses attempt to use paragraphs to demonstrate organisation of ideas. * Answers are increasingly focused on the question. * Key terminology is used with increasing confidence. | * Students write in factored paragraphs * Answers are fully focused on the question. * A good range of key terminology is used throughout the answer. | * Students write in factored paragraphs. * Answers are fully focused on the question. * A good range of key terminology is used throughout the answer. |  |  |
| * Advanced | * Answers are well organised into paragraphs that are fully focused on the question. * A good range of key terminology is used throughout the answer. * A range of the ‘R’s is now used to ensure that the response has a sharp focus on significance. | * Answers are well organised into paragraphs that are fully focused on the question. * A good range of key terminology is used throughout the answer. * Conclusions and introductions are beginning to be used to help structure answers. | * Answers are well organised into paragraphs that are fully focused on the question. * A wide range of key terminology is used throughout the answer. * Conclusions and introductions are used to help structure answers. |  |  |  |

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| Year Group | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Year 9** | | **The First World War** | **The Rise of Hitler** | **The Second World War** |  |  | **Begin GCSE** |
| **Concept** | | **Significance** | **Causation** | **Interpretations** |  |  |  |
|  | Developing | An ability to discuss some of the changes caused by WW1  A surface-level understanding of the impact of the changes and resonance  Some evidence of the 5Rs being used | An ability to discuss the post-war situation in Germany.  A basic understanding of key terms such as ‘communism’ or ‘nationalism’.  Some understanding of the events that led Hitler to power. | Students are able to describe ‘Britain’s story’ of the war giving some examples to support.  They are also able to point to flaws in this story. |  |  |  |
| Knowledge | Core | Able to confidently discuss the changes  A basic understanding of what the war reveals.  This is supported by a mixture of examples and specific evidence | Able to discuss the situation in Germany with increasing confidence and examples.  Able to explain how events contributed to Hitler’s rise to power.  Able to discuss a range of factors including the Depression and von Papen. | Students begin to analyse Britain’s ‘story’ of the war. They can give evidence for and against the traditional interpretation. |  |  |  |
| Advanced | An in depth understanding of the importance of resonance and changes caused by the war in various parts of the world, as well as what it reveals.  This is supported by a wide variety of specific examples | An in depth understanding of how circumstances, the Nazis themselves and key individuals such as von Papen combined to allowed Hitler to seize power.  This is supported by a wide variety of specific examples | Students analyse Britain’s ‘story.’ They are able to give a wide range of specific examples to both support and challenge the traditional interpretation. |  |  |  |
|  | Developing | A basic description of the topic, with a selection of key terms used t support | A basic description of the topic, with a selection of key terms used t support | An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. |
| Understanding | Core | An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | An increasingly ‘Thick description of events. A variety of key terms are used, but not always correctly. | ‘Thick description’ that uses a wide range of key terminology to accurately explain events. | ‘Thick description’ that uses a wide range of key terminology to accurately explain events. | ‘Thick description’ that uses a wide range of key terminology to accurately explain events. | ‘Thick description’ that uses a wide range of key terminology to accurately explain events. |
| Advanced | ‘Thick description’ that uses a wide range of key terminology to accurately explain events. | ‘Thick description’ that uses a wide range of key terminology to accurately explain events. | Key terms are used throughout the answer, allowing students to ‘talk like an historian.’ | Key terms are used throughout the answer, allowing students to ‘talk like an historian.’ | Key terms are used throughout the answer, allowing students to ‘talk like an historian.’ | Key terms are used throughout the answer, allowing students to ‘talk like an historian.’ |
|  | Developing | Student answers demonstrate limited organisation.  Key terminology is used sporadically or incorrectly.  Answers focus on the topic, rather than on significance.  The ‘r’s are either not used, or used incorrectly | Students are able to describe events, but are unlikely to explain them.  Key terminology is used sporadically or incorrectly.  Answers focus on the topic, rather than on significance.  Student responses attempt to use paragraphs to demonstrate organisation of ideas | Interpretations are largely described.  Answers are likely to be simplistic, both in terms of evidence used and in the balance in the argument. |  |  |  |
| Skill | Core | Student responses attempt to use paragraphs to demonstrate organisation of ideas.  Answers are increasingly focused on ‘r’s which begin to add value to the answer.  Key terminology is used with increasing confidence | Student r use paragraphs to demonstrate organisation of ideas.  Answers are increasingly focused on explaining the past, rather than simply describing it.  Key terminology is used with increasing confidence.  Basic judgements are made. | Judgements are made about the value of differing interpretations. These are increasingly convincing and use a good range of evidence.  Answers may demonstrate some balance. | Judgements are mostly thorough and convincing. | Judgements are thorough and convincing. | Judgements are thorough and convincing. |
| Advanced | Answers are well organised into paragraphs that are fully focused on the question.  A wide range of key terminology is used throughout the answer.  A range of the ‘R’s is now confidently used to ensure that the response has a sharp focus on significance. | Answers are well organised into paragraphs that are fully focused on the question.  A wide range of key terminology is used throughout the answer.  Answers are fully explained.  Judgements are increasingly convincing. | Judgements re made about the value of differing interpretations. These are thorough and convincing and are supported by a wide range of specific evidence.  Answers demonstrate balance. | Judgements are sophisticated, sustained and substantiated. | Judgements are sophisticated, sustained and substantiated. This is shown through the comparison of factors. |  |