

What is the **intent statement** for you subject? What does the **discipline offer** young people? What is the subject's **purpose**? This should be a short, snappy statement.



History at TCS is a skill and concept-based curriculum which is driven through chronological lines of enquiry. ICT is used as a tool to enhance the quality of teaching and learning, whilst a variety of teaching and learning strategies are deployed that are student centred designed to challenge and engage students.

The study of History will stimulate an interest and a sense of curiosity about the past, encouraging questioning and investigation. Key concepts within History, such as significance, causation, and consequence, unlock the door for students to explore the past. Through the analysis of sources and interpretations, students weigh up evidence to build balanced and evaluative arguments. This empowers them to question the past, so they are able to recognise the importance of decision making and the role this plays in shaping their future. History chronicles key events and explores the social, economic, and political make up of our world.

Through the study of History, we aim to:

- Promote opportunities to 'think like a historian' by developing the ways in which students think about the past by studying cause and consequence, similarity and difference, significance, chronology, change and continuity, evidence, and interpretation.
- Develop the ability to think critically, reflect, debate, discuss and analyse the past by following/ generating key lines of enquiry.
- Enable students to gain understanding of how interpretations of the past have been constructed and understand why people interpret the past in different ways.
- Expose students to historical investigation, allowing them to deepen their conceptual understanding through analysing sources and interpretations.
- Expand literacy, enabling students to deploy historical key terms with confidence.
- Develop chronological framework in which to place their knowledge of significant events and people.
- Support students in exploring their own place in the world, their values, rights, and responsibilities to others.

Through the curriculum design at Ks3, we hope that many students opt to continue with their study of History. For that reason, the concepts that underpin our Ks3 curriculum are taken from both the Edexcel GCSE and A-level specification – facilitating the delivery of a 7-year learning journey for students. Furthermore, there is a greater emphasis on depth of study, as opposed to breadth resulting in three more thematic units being studied in each year group.

What are the **core aims** of the curriculum? What **key knowledge** do you want students to have at the end of their learning journey?

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| Year 7   | <b>Core Aims:</b>  |                    |
|  | <ul style="list-style-type: none"> <li>To promote opportunities to 'think like a historian' by developing the ways in which students think about the past by studying cause and consequence, similarity and difference, significance, chronology, change and continuity, evidence, and interpretation. This is introduced at Year 7 through a 'Historical Skills' unit in term 1.</li> <li>Expand literacy, enabling students to deploy historical key terms with confidence, through the introduction of key vocabulary and literacy tasks within lessons.</li> <li>To develop a chronological framework in which to place their knowledge of significant events and people, commencing with the study of the Medieval World in term 2 and continuing with a study of the Tudors in term 3.</li> <li>Expose students to historical investigation, allowing them to deepen their conceptual understanding through analysing sources and interpretations. This is introduced with a study of the Titanic in the Historical Skills unit, and opportunities to embed further throughout the remainder of year 7.</li> <li>To develop the ability to reflect on their learning, debate, discuss and analyse the past by following key lines of enquiry throughout lessons.</li> <li>To enable students to gain understanding of how interpretations of the past have been constructed and understand why people interpret the past in different ways. This is introduced within the Historical Skills unit and revisited throughout the year.</li> </ul> |                    |
|  | <b>Key knowledge:</b>  | <b>Key skills:</b> |
| <p><b>Historical skills unit:</b></p> <ul style="list-style-type: none"> <li>To introduce, practice and embed the skills needed to be a historian through an initial skills-based unit</li> <li>Skills developed include understanding of chronology, significance, change and continuity, cause and consequence, as well as using sources and interpretations to develop an evidence-based argument.</li> </ul> <p><b>Medieval World unit:</b></p> <ul style="list-style-type: none"> <li>The Battle of Hastings and why William the Conqueror won</li> <li>To understand what it was like to live in the Medieval world – the study of towns and villages, religion and gender</li> <li>How the balance of power began to change within the Medieval period, chronologically from Henry II and Becket, through to Simon de Montfort and the Magna Carta</li> <li>The impact of the Black Death and what it can tell us about Medieval medicine</li> </ul> <p><b>The Tudors unit:</b></p> <ul style="list-style-type: none"> <li>The War of the Roses and the origins of the Tudors</li> <li>Henry VIII and his impact on the religion of England</li> <li>The problem of the Tudor succession after Henry VIII</li> <li>Edward VI</li> <li>Mary I</li> <li>The problems, challenges and obstacles to being a female monarch – Elizabeth I</li> </ul> | <ul style="list-style-type: none"> <li>Cause and consequence of events will be explored. This allows pupils to examine trends and turning points over time, looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and nature of those alterations.</li> <li>Similarity and difference allows pupils to move beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.</li> <li>Understanding of the concept of significance, a decision that we make that assigns importance to events from the past. Equipping pupils to make well-reasoned judgements about the historical significance of past events is one way of alerting them to the value and purpose of studying the past. But teaching about this disciplinary concept also involves developing understanding that historical significance is not an enduring or unchanging characteristic of any particular event.</li> <li>Introduction to the skill of chronology. The goal of chronology in History is to place events in their proper order, so that they can be studied and understood in their historical context.</li> </ul>   |                    |

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|  |  | <ul style="list-style-type: none"> <li>• Pupils to show an understanding of change and continuity in History to understand both the ways in which societies and cultures have evolved over time, as well as the ways in which certain elements have remained constant.</li> <li>• The use of evidence develops the understanding that unless students know how claims about the past are generated and validated within the subject community, they will be poorly equipped to make sense of or to discriminate between conflicting claims about the past. This is linked to the use of sources as evidence.</li> <li>• The use of sources as examples of primary evidence, used by historians as the basis of interpretations and by pupils in lessons to consider their nature, origin and purpose and to make inferences.</li> <li>• Interpretation allows pupils to explore and explain how and why interpretations made by historians can differ, and how this is linked to evidence used.</li> </ul> |
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| Year 8 | <p><b>Core aims:</b></p> <ul style="list-style-type: none"> <li>Promote opportunities to 'think like a historian' by developing the ways in which students think about the past by studying the causes and consequences of the English Civil War</li> <li>Study the similarities and differences of the ideologies between the Roundheads and Cavaliers</li> <li>Develop the ability to think critically and debate the role of Charles I in causing the war, and the importance of his execution</li> <li>Analyse the actions of Oliver Cromwell as leader of England after the Civil War</li> <li>Understand the significance of Britain's role during the Industrial Revolution and later the British Empire</li> <li>Expose students to historical investigation through the study of children's experiences during the 1900's</li> <li>Deepen students' conceptual understanding about life in the British Empire, through analysing sources and interpretations</li> </ul> <p>Expand literacy, enabling students to deploy historical key terms with confidence.</p>   |  |
|        | <p><b>Key knowledge:</b></p> <p><b>The English Civil War unit:</b></p> <ul style="list-style-type: none"> <li>Causes of the Civil War; including economic, religious and political reasons</li> <li>Beliefs of the Roundheads and Cavaliers</li> <li>Key battles; Edgehill, Freedom Fields and Naseby</li> <li>Execution of Charles I</li> <li>Role of Oliver Cromwell and his rule of Britain</li> </ul> <p><b>Industrial Revolution and the British Empire unit:</b></p> <ul style="list-style-type: none"> <li>Children's experience of coal mining or factory work during the Industrial Revolution</li> <li>How the Industrial Revolution impacted upon life in the cities and the progression of public health</li> <li>Reasons for the British Empire</li> <li>Life in British colonies during the Empire</li> </ul> <p><b>World War One unit:</b></p> <ul style="list-style-type: none"> <li>The role of women at the end of the 1800s, and attitudes towards them getting the vote.</li> <li>Suffragettes and suffragists.</li> <li>Origins of World War One and the outbreak of war.</li> <li>Trench Warfare</li> <li>The Battle of the Somme</li> <li>The outcome of World War One and the Treaty of Versailles.</li> </ul> | <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>Cause and consequence of events will be explored. This allows pupils to examine trends and turning points over time, looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and nature of those alterations.</li> <li>Understanding of the concept of significance, a decision that we make that assigns importance to events from the past. Equipping pupils to make well-reasoned judgements about the historical significance of past events is one way of alerting them to the value and purpose of studying the past. But teaching about this disciplinary concept also involves developing understanding that historical significance is not an enduring or unchanging characteristic of any particular event.</li> <li>Similarity and difference allows pupils to move beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.</li> <li>The use of evidence develops the understanding that unless students know how claims about the past are generated and validated within the subject community, they will be poorly equipped to make sense of or to discriminate between conflicting claims about the past. This is linked to the use of sources as evidence.</li> <li>The use of sources as examples of primary evidence, used by historians as the basis of interpretations and by pupils in lessons to consider their nature, origin and purpose and to make inferences.</li> <li>Interpretation allows pupils to explore and explain how and why interpretations made by historians can</li> </ul> |

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|  |  | differ, and how this is linked to evidence used. |
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| Year 9 | <b>Core aims:</b>   |   |
|        | <ul style="list-style-type: none"> <li>Promote opportunities to 'think like a historian' by continuing to develop their historical skills of cause and consequence, chronology, significance.</li> <li>Develop the ability to think critically, reflect, debate, discuss and analyse the past by following/ generating key lines of enquiry surrounding the Second World War and the Holocaust, as well as other Catastrophes of the Twentieth Century.</li> <li>To introduce students to the thematic approach studied at GCSE, with the study of Catastrophes of the Twentieth Century, followed by the introduction of the GCSE Crime and Punishment unit with a focus on Medieval Crime and Punishment in the final term.</li> <li>Enable students to gain understanding of how interpretations of the past have been constructed and understand why people interpret events of the twentieth century in different ways.</li> <li>Expose students to historical investigation, allowing them to deepen their conceptual understanding through analysing sources and interpretations.</li> <li>Expand literacy, enabling students to deploy historical key terms with confidence.</li> <li>Develop chronological framework in which to place their knowledge of significant events and people that have shaped the 1900s.</li> <li>Support students in exploring their own place in the world, their values, rights, and responsibilities to others, in relation to the study of the Holocaust.</li> </ul> |   |
|        | <b>Key knowledge:</b>   | <b>Key skills:</b>  |
|        | <p><b>World War Two unit:</b></p> <ul style="list-style-type: none"> <li>The causes of WW2 and how this led to the rise of Hitler</li> <li>Key events and battles of WW2</li> <li>The Home Front during the War</li> <li>D-Day</li> </ul> <p><b>The Holocaust unit:</b></p> <ul style="list-style-type: none"> <li>Understanding the rise in persecution under the Nazis, and how this led to the Final Solution</li> <li>Liberation of the camps through the eyes of both the liberated and the liberators</li> </ul> <p><b>Catastrophes and Disasters thematic unit:</b></p> <ul style="list-style-type: none"> <li>Comparisons of genocide with example of Rwanda and Holocaust denial</li> <li>Development of the role of the authorities through study of Chernobyl and Hillsborough</li> <li>Increasing political tensions between the USSR and USA</li> </ul> <p><b>Crime and Punishment in Medieval and Early Modern England unit:</b></p> <ul style="list-style-type: none"> <li>Crime, policing and punishments in Medieval England</li> <li>The role of the Medieval Church in Crime and Punishment</li> </ul>   | <ul style="list-style-type: none"> <li>The use of evidence develops the understanding that unless students know how claims about the past are generated and validated within the subject community, they will be poorly equipped to make sense of or to discriminate between conflicting claims about the past. This is linked to the use of sources as evidence.</li> <li>The use of sources as examples of primary evidence, used by historians as the basis of interpretations and by pupils in lessons to consider their nature, origin and purpose and to make inferences.</li> <li>Interpretation allows pupils to explore and explain how and why interpretations made by historians can differ, and how this is linked to evidence used.</li> <li>Understanding of the concept of significance, a decision that we make that assigns importance to events from the past. Equipping pupils to make well-reasoned judgements about the historical significance of past events is one way of alerting them to the value and purpose of studying the past. But teaching about this disciplinary concept also involves developing understanding that historical significance is not an enduring or unchanging characteristic of any event.</li> <li>Introduction to the skill of chronology. The goal of chronology in History is to place events in their proper order, so</li> </ul> |

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|  |  | <p>that they can be studied and understood in their historical context.</p> <ul style="list-style-type: none"><li>• Cause and consequence of events will be explored. This allows pupils to examine trends and turning points over time, looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and nature of those alterations.</li></ul> |
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| <p>Year 10</p>  | <p><b>Core aims:</b></p> <p><b>Crime and Punishment in Britain, c.1000-modern day</b></p> <ul style="list-style-type: none"> <li>• Develop and extend knowledge of Britain during the period c.1000 - modern day in reference to differing types of crime, punishment and policing</li> <li>• Organise and apply historical knowledge to written exam responses</li> <li>• Engage in an historical enquiry of what society and policing were like in Whitechapel during the 1880's</li> <li>• Ask relevant questions about the past, specifically through the development of source analysis from Whitechapel during the 19<sup>th</sup> century</li> <li>• Obtain knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records found in Whitechapel</li> <li>• Recognition of the strengths and weaknesses of different types of sources</li> </ul> <p><b>Early Elizabethan England, 1558-1588</b></p> <ul style="list-style-type: none"> <li>• Develop and extend knowledge and understanding of the outbreak of war with Spain in 1585, the Spanish Armada and the attempted colonisation of Raleigh and Virginia</li> <li>• Become reflective and critical thinkers in relation to analysing Elizabeth I's abilities as Queen of England during the 1500's</li> <li>• Develop an awareness of why Elizabeth's relationship with Mary Queen of Scots, and the exploration and voyages of discovery undertaken during 1558-1588 have been accorded historical significance</li> <li>• Organise and communicate historical knowledge about Early Elizabeth England; the Queen and her government, challenges at home and abroad, Elizabethan society in the Age of Exploration</li> </ul> |  |
| <p><b>Key knowledge:</b></p>  | <p><b>Key skills:</b></p>   |  |
| <p><b>Crime and Punishment in Britain, c.1000-modern day</b></p> <ul style="list-style-type: none"> <li>• Nature and changing definitions of criminal activity during the Medieval Period, the Early Modern Period, the 18<sup>th</sup> and 19<sup>th</sup> centuries and 1900-present day</li> <li>• The nature of law enforcement and punishment during the Medieval Period, the Early Modern Period, the 18<sup>th</sup> and 19<sup>th</sup> centuries and 1900-present day</li> <li>• Case studies from the Medieval Period to the modern day e.g. the Church, Gunpowder Plotters, Matthew Hopkins, Pentonville Prison and Robert Peel, Conscientious Objectors and the Derek Bentley case</li> </ul> <p><b>Early Elizabethan England, 1558-1588</b></p> <ul style="list-style-type: none"> <li>• Queen, government and religion, 1558-1569</li> <li>• Challenges to Elizabeth at home and abroad, 1569-1588</li> <li>• Elizabethan society in the Age of Exploration, 1558-1588</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of key features and characteristics of the various time periods</li> <li>• Explain and analyse historical events and periods using second order historical concepts</li> <li>• Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied</li> </ul><br><ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of key features and characteristics of the various time periods</li> <li>• Explain and analyse historical events and periods using second order historical concepts</li> </ul>   |  |



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| Year 11 | <b>Core aims:</b>  |  |
|         | <p><b>Superpower relations and the Cold War, 1941-91</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding and knowledge of specific key events within wider world history, by exploring the Cold War 1941-1991</li> <li>• Engage in an historical enquiry of the political ideologies of the USA and the USSR during the twentieth century</li> <li>• Become independent and critical, reflective thinkers by exploring the actions of the USA and the USSR in their responsibilities of causing the Cold War</li> <li>• Understand the significance of the arms race during the 1940's, the Berlin Wall and the Cuban Missile Crisis in worsening relations between the USA and the USSR</li> <li>• Organise and communicate their historical knowledge through an 8 mark 'narrative' style exam question</li> </ul> <p><b>Weimar and Nazi Germany, 1918-39</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding and knowledge of specific key events within wider world history, by studying Weimar and Nazi Germany 1918-1939</li> <li>• Engage in an historical enquiry to analyse and critically consider the impact of the actions of the Weimar Republic from 1918 and its contribution to Hitler's later success</li> <li>• Ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</li> <li>• Develop an awareness of why the Nazi persecution of minorities have been accorded historical significance</li> <li>• Use interpretations to understand why there are different opinions about the past as well as reaching substantiated conclusions</li> </ul> |  |
|         | <b>Key knowledge:</b>  | <b>Key skills:</b>   |
|         | <p><b>Superpower relations and the Cold War, 1941-91</b></p> <ul style="list-style-type: none"> <li>• The origins of the Cold War, 1941-1958</li> <li>• Cold War crises, 1958-1970</li> <li>• The end of the Cold War, 1970-1991</li> </ul> <p><b>Weimar and Nazi Germany, 1918-39</b></p> <ul style="list-style-type: none"> <li>• The Weimar Republic, 1918-1929</li> <li>• Hitler's rise to power, 1919-1933</li> <li>• Nazi control and dictatorship, 1933-1939</li> <li>• Life in Nazi Germany, 1933-1939</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of key features and characteristics of the various time periods</li> <li>• Explain and analyse historical events and periods using second order historical concepts</li> <li>• Demonstrate knowledge and understanding of key features and characteristics of the various time periods</li> <li>• Explain and analyse historical events and periods using second order historical concepts</li> <li>• Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied</li> <li>• Analyse, evaluate and make substantiated judgements about interpretations</li> </ul> |

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| Year<br>12/13 | <p><b>Core aims:</b></p> <p>To develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance through study of the following units:</p> <p><b><i>In search of the American Dream: the USA, c1917-96</i></b></p> <ul style="list-style-type: none"> <li>To build on their understanding of the past through experiencing a broad and balanced course of study of the dramatic political, social and economic transformation of the USA over a broad timescale</li> <li>To analyse and evaluate historical interpretations to draw conclusions concerning the Reagan presidency on the USA</li> <li>To improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds by using a thematic approach across the time period to draw similarities, differences, changes and continuities from political, social and economic concerns</li> <li>To acquire an understanding of different identities within society and an appreciation of aspects such as social and ethnic diversity in America</li> <li>To develop their use and understanding of historical terms, concepts and skills</li> </ul> <p><b><i>South Africa, 1948-94: from apartheid state to 'rainbow nation'</i></b></p> <ul style="list-style-type: none"> <li>To build on their understanding of the past through a depth study of South Africa and its political, social, cultural and economic changes of this period</li> <li>To acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity through the study of South Africa's transition from white minority rule to the free elections of 1994</li> <li>To develop their use and understanding of historical terms, concepts and skills</li> <li>To use sources to make links and draw comparisons within and/or across different periods and aspects of the past</li> </ul> <p><b><i>The British experience of warfare, c1790-1918</i></b></p> <ul style="list-style-type: none"> <li>To use sources to evaluate, make links and draw comparisons within and/or across different periods and aspects of the past by focusing upon the evolution of the British experience of warfare</li> <li>To develop their understanding that the nature of a breadth study will enable us to see the process/extent/impact/patterns of change over an extended period of time</li> <li>To develop their use and understanding of historical terms, concepts and skills</li> <li>To organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements by undertaking both breadth and depth studies concerning Britain at war overseas and the changing role of the British government in preparing the nation for war</li> </ul> <p><b><i>Independent research enquiry</i></b></p> <ul style="list-style-type: none"> <li>To develop the ability to ask relevant and significant questions about the past and to research them</li> <li>To analyse and evaluate historical interpretations</li> <li>To organise and communicate the findings of their research</li> <li>To understand that history is concerned with judgements based on available evidence and that historical judgements are provisional</li> </ul> |   |
|               | <p><b>Key knowledge:</b></p> <p><b><i>In search of the American Dream: the USA, c1917-96</i></b></p> <ul style="list-style-type: none"> <li>The changing political environment, 1917-80</li> <li>The quest for civil rights, 1917-80</li> <li>Society and culture in change, 1917-80</li> <li>The changing quality of life, 1917-80</li> <li>The impact of the Reagan presidency (1981-89) on the USA in the years 1981-96</li> </ul>   | <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>Demonstrate, organise and communicate knowledge</li> <li>Analyse and evaluate the key features related to the periods studied</li> <li>Make substantiated judgements</li> <li>Explore concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</li> <li>Analyse and evaluate appropriate source material, primary and/or</li> </ul> |

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|  | <p><b>South Africa, 1948-94: from apartheid state to 'rainbow nation'</b></p> <ul style="list-style-type: none"> <li>• The response to apartheid, c1948-59</li> <li>• Radicalisation of resistance and the consolidation of National Party power, 1960-68</li> <li>• Redefining resistance and challenges to National Party power, 1968-83</li> <li>• The end of apartheid and the creation of the 'rainbow nation', 1984-94</li> </ul> <p><b>The British experience of warfare, c1790-1918</b></p> <ul style="list-style-type: none"> <li>• Changes in organising the military</li> <li>• Changes in weaponry and the role of the people</li> <li>• Britain and the French Wars, 1793-1815</li> <li>• The Crimean War, 1854-56</li> <li>• The second Boer War, 1899-1902</li> <li>• Trench warfare on the Western Front, 1914-18</li> <li>• The war in the air, 1914-18</li> </ul> | <p>contemporary to the period, within its historical context</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</li> </ul> |
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