

History Phase One Curriculum

Curriculum Intent:

History inspires young people to ask questions of the world around them and challenge the here and now. At Trinity St. Edward’s we challenge students to think, act and speak like those working in the field: to research thoroughly, to **critically evaluate evidence**, to understand chronology, to evaluate the various interpretations offered to us by historians, and develop coherent and logical arguments. We aim to ensure students develop the range of skills needed to become confident in their own opinions, make well supported judgements, and to be able to express their ideas and judgements articulately using keywords from topics as well as academic and historical vocabulary. The range of history taught offers the opportunity to **explore different peoples’ perspectives on issues** and events and to think critically about the world in which they live. Our curriculum is carefully sequenced to give students a broad understanding of the **chronological development** of British history, as well as being able to make **links to other societies, cultures, and world events**. Underpinning the knowledge-rich curriculum are key second order concepts such as cause, consequence, significance, and diversity. These skills allow students to ask inquiring questions, analyse information and convey their views in a methodical and structured way.

Year 7

Overview:

The History curriculum gives students the opportunity to refresh knowledge of England pre 1066 up until the 1600s in Y7. In line with the national curriculum key themes such as the changing power of church and state continue throughout phase 1, with an emphasis on British history. Students also explore how the people have shaped Britain and the impact of Britain’s role on the wider world. There is a focus on source skills and local history throughout.

Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How has Yorkshire changed? 400CE-Present.	1066 Norman Conquest <i>Did William pave the way to the throne with blood, murder, butchery and torment?</i>	Medieval Power <i>Universal, supreme power in the hands of one man</i>	Reformation <i>Did the English Reformation transform English society and set it in a new direction?</i>	Elizabeth <i>Was the Golden Age a myth or reality?</i>	English Civil War <i>The English Civil War was a cataclysmic change</i>

Students develop skills such as chronology and source skills. They will describe how Yorkshire changed from the Romans to the present day.	Using the Bayeaux Tapestry as a primary source, students will study the events that build up a chronology of the Norman invasion Including Battles in the North, Stamford Bridge and the Battle of Hastings. Students will also study different methods the Normans used to consolidate their power.	Students will examine the changing power of the people during the medieval period as events such as the Black Death, Peasants Revolt and the Magna Carta change the importance of the monarch.	Students will study different events within the Tudor period such as the Reformation, the implementation of the Reformation and the impact of the Reformation on the role of monarch and the ordinary people.	Develop knowledge of the causes of the English Civil War. Analyse which cause was the most important. Roundheads and Cavaliers -students to assess the reasons for Parliament's victory	Develop knowledge of the causes of the English Civil War. Analyse which cause was the most important. Roundheads and Cavaliers -students to assess the reasons for Parliament's victory
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Year 8

Overview:

In Year 8 students build upon the skills they developed in Y7 and start to look at the wider world and Britain's place within it. Learning picks up chronologically following the Y7 curriculum as students analyse the changes brought by the Industrial Revolution all the way up until the world shaping events of the 20th century.

Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Enlightenment <i>Was the enlightenment the most significant cause of the French revolution?</i> Causes of the Industrial Revolution	Slavery and the Industrial Revolution. British Empire <i>The most significant legacy was the growth of nationalism.</i>	Russian Revolution <i>Did the people have the power by 1921?</i>	WW1 <i>Did the death of one man trigger a million deaths?</i>	Impact of WW1 <i>How accurate is the term the 'roaring 20's'?</i> Causes and events of WW2	Cold War <i>How important was ideology in shaping politics?</i>

<p>Students analyse the power of the people and how changes attitudes and ideas sparked a revolution in France. They also analyse technological changes in Britain during the Industrial Revolution and the impact this had on the people.</p>	<p>Students analyse the Kingdoms of West Africa before, during and after slavery as well as looking at the issues surrounding the legacy of the British Empire and examine the moral issues surrounding this.</p>	<p>Students explore how ideologies influence power and control through the Russian Revolution. This theme will be crucial to understanding the later events of the 20th century that were world-shaping.</p>	<p>Students will examine causes of WW1 and analyse where responsibility lies for the Great War. They will also consider how the war has been remembered and the impact it had on the local area.</p>	<p>Students will build historical skills by engaging with the work of historians to explore the 'roaring 20's' in the USA and how far life improved for the people. They will then analyse causes of WW2 and how major battles unfolded.</p>	<p>Political ideology is revisited in term 6 as students look at how WW2 ended and the tensions between the USSR and USA that followed. They will explore the Cuban Missile Crises, wars in Asia and the Space Race.</p>
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Who to contact about Phase One History:

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