

**History Curriculum Journey**

| Year  | Key Units of Study   | Academic End Points   |
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| Seven | <ul style="list-style-type: none"> <li>• Why did William win the Battle of Hastings?</li> <li>• Did the Normans bring a ‘truckload of trouble’?</li> <li>• How significant was the Magna Carta?</li> <li>• What happened when Wat Tyler met the King?</li> <li>• When was it best to be a medieval King?</li> <li>• What was the significance of the Black Death?</li> <li>• What did it mean to exercise power as a medieval woman?</li> </ul>  | <p>Students learn to identify cause &amp; consequence relationships to develop the ability to explain the precise impact of historical events &amp; to thereby make judgements on their historical significance. Students will also learn to explain patterns of change and continuity alongside exploring how historians use primary source material to construct accounts of the past. Students will also be able to identify the similarities and differences in experiences of past to construct valid generalisations.</p>   |
| Eight | <ul style="list-style-type: none"> <li>• What was the Renaissance in early modern Europe?</li> <li>• Why was there an English Reformation?</li> <li>• Why do historians disagree on whether there was a Mid-Tudor crisis?</li> <li>• Why was there an English Civil War?</li> <li>• What did the European Enlightenment achieve?</li> <li>• What was the British Empire?</li> <li>• Why did England industrialise?</li> </ul>  | <p>Students develop their ability to categorise causes and prioritise them as part of their explanation of historical events. Students’ historical judgements also develop an evaluation of change versus continuity to evaluate the extent of historical changes and to categorise them. Students integrate primary source material into their judgements while exploring how historians have made different use of evidence in their own judgements. Students also explore the differences of experiences on a global scale to forge their own generalisations of the past and question the validity of those made by others.</p> |
| Nine  | <ul style="list-style-type: none"> <li>• What was the British experience of the Industrial Revolution?</li> <li>• Why was there a First World War?</li> <li>• Was there a typical experience of the First World War?</li> <li>• When did the Bolshevik takeover of power become inevitable?</li> <li>• Why do historians disagree on where the Second World War was won?</li> <li>• What lessons can we draw from the Holocaust?</li> <li>• Why was there an economic boom in the USA in the 1920s?</li> <li>• To what extent did American culture change in the 1920s?</li> </ul> | <p>Students use precise language to ascribe importance to different causes of an event and introduce counterfactual thinking into their accounts. Alternative historical accounts of the past are also compared and explanations of the differences are made using a sharp recognition of how evidence is chosen to create such accounts. Students apply their recognition of change &amp; continuity to identify the unique properties of different periods while analysing the extent of diversity in the past and reflecting on how and why past events have been memorialised.</p>  |

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| Ten      | <p>AQA GCSE Opportunity &amp; Inequality: The USA 1919 - 1973</p> <p>AQA GCSE Conflict and Tension: 1918 -1939</p>  | <p>Students develop an ability to categorise changes in order to advance arguments about how diverse groups were touched by change and develop their own categories to create thematic accounts of change in the past. Students use the provenance of primary sources to identify what they can reveal about the past and explore the positive value of different origins of historical material.</p>   |
| Eleven   | <p>AQA GCSE Health and the People, c. 1000 – Present</p> <p>AQA GCSE Elizabethan England c. 1568 - 1603</p>   | <p>Students are able to identify the causes of change across time to identify the patterns of change and use these to explain similarities. Students are able to apply their contextual knowledge to explain historical significance on different time scales and to pinpoint changes within a broader chronological framework of British history. Students also use their contextual knowledge to interrogate the accuracy and validity of both primary and secondary source accounts of historical developments.</p>  |
| Twelve   | <p>AQA A-Level Wars and Welfare: Britain 1906 - 1929</p> <p>AQA A-Level The Making of a Superpower: USA 1865 - 1920</p> <p>Non-Examined Assessment: Tudor England 1485 - 1603</p> | <p>Students develop the ability to unpack the precise messages of primary source material to unpack the value for increasingly precise historical enquiries in the past. Students use their historical skills to identify the frame of analysis for different historical debates and articulate complex arguments about change and continuity, the root causes of historical events and the extent to which there was a shared experience of the past.</p> <p>Students develop an understanding of the historiography of the past, applying knowledge of an historians’ context to explain their arguments.</p> |
| Thirteen | <p>AQA A-Level Wars and Welfare: Britain 1929 - 1957</p> <p>AQA A-Level The Making of a Superpower: USA 1865 - 1920</p>   | <p>Students build on their conceptual thinking from Year Twelve to be able to analyse primary and secondary source material to identify the tone and emphasis of the material. This analysis is then integrated with contextual knowledge to developed reasoned judgements on the value of different perspectives of the past for given historical questions.</p>   |