

## **Humanities – History**

### **Why is History important and relevant to the development of the whole child in the 21<sup>st</sup> Century?**

History is a diverse subject which enables pupils to make sense of Britain's past and that of the wider world. This is achieved through the chronological study of different cultures and societies. It can help predict outcomes on current events, define our identities, give us a better understanding of different cultures, understand change, combat ignorance, open doors, and inform our work experiences.

### **What skills will students develop through studying History that will benefit them as a successful learner?**

The study of History encourages students to develop a wide range of different skills – some of a purely historical nature, and some skills relating to general study. It enables pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It teaches pupils to understand the methods of historical enquiry, including how evidence is used and why contrasting arguments and interpretations of the past have been constructed. Pupils gain historical perspective by placing their growing knowledge into different contexts. It allows them to make connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **How do we bridge from the Key Stage 2 National Curriculum for History as pupils move from year 6 to 7?**

At Alder Grange students continue to develop their use of historical knowledge and skills. They enhance their understanding of key events, individuals and cultures, through the study of Britain and the wider world, progressing on their journey through history within a continuous chronological framework.

### **How do we assess our students' performance in History as they move across years 7 to 8? How do we track the progress of our students' learning and skill development across years 7 to 9?**

Students are assessed formatively; where knowledge is checked and the next steps for improvement are put in place. Summative assessments such as End of Unit Assessments (EUAs) and Extended Writing Homework Tasks (EWTs) are used to help establish "overall" attainment and help track student progress through years 7-9 at KS3.

Grade collections will report if a pupil's progress shows that they are **'on track'** for achieving both the **'expected standard'** at the end of years 7 to and their own **personal GCSE target**. If a pupil continues to make the necessary progress towards the end of year **'expected standards'** then they will be **'on track'** to meet the **national expectation at GCSE** which is **grade 5**.

### **Year 7 pupils are expected to:**

- begin to explain the amount of change and continuity within and across different periods
- begin to explain the relationships/links between causes
- explain how and why people have constructed different interpretations of the past
- select, organise and use relevant information to produce well-structured written work
- make appropriate use of historical terms

### **Year 7 pupil topics:**

- History skills
- Migration to Britain c.4000 to 1066 C.E.
- 1066 - The Norman conquest
- Power and control- The Bayeux Tapestry, The Domesday Book, The Feudal System and Castles
- Medieval Life- The Church, Murder of Thomas Becket and the Magna Carta
- The Tudors-  
Henry VIII- The break with Rome, The dissolution of the monasteries, The Reformation and Henry's Wives
- Elizabeth I- The Golden Age, Tudor exploration and the Spanish Armada
- The English Civil War- Parliament Vs the Monarchy

### **Year 8 pupils are expected to:**

- explain and assess the different experiences, ideas, beliefs and attitudes of people in the past to arrive at a valid conclusion
- explain and assess the amount of historical change and continuity overtime, questioning whether the change amounted to progress to arrive at a valid conclusion
- explain why past events occurred by assessing the range of factors, making links between causes and effects to reach a valid conclusion

### **Year 8 pupil topics:**

#### The Industrial Revolution-

- Britain as the first industrial nation - including an investigation into our local area.
- New inventions
- Transport developments - the railways (including the Victorian seaside)
- Child Labour

#### The British Empire-

- Link to the industrial revolution - resources/markets
- India before the British empire – The Mughals
- Development of the East India Company
- Was the Empire a good thing?

#### The Slave Trade-

- What was the slave trade - including the role of John Hawkins
- Barbados as a Slave Colony
- The impact of the slave trade on Britain
- The abolition of the slave trade

#### The Scramble for Africa

- Why were European countries interested in Africa? (Berlin conference)
- Who was Cecil Rhodes and why is he a controversial figure?
- Why did Britain become involved in Egypt?
- The Boer War

### **Year 9 pupils are expected to:**

- argue and defend a range of historical interpretations
- improve methods of investigation by suggesting lines of enquiry into historical problems and issues
- critically evaluate sources to independently reach reasoned conclusions
- produce precise and coherent written work
- confidently use historical terms and reflect on the way in which the meaning of terms can change overtime

### **Year 9 pupil topics:**

#### The First World War-

- The Causes of FWW
- Life in the trenches
- The main battles
- Peacekeeping after the end of the war

#### The Second World War-

- Hitler's Germany
- A comparison of the Home Fronts
- The Holocaust

#### ● The Indigenous people of North America

- The relationship between natives and settlers
- The lifestyle and beliefs of the Native Americans
- The Battle of Little Bighorn

#### Post-War USA-

- Links to Black soldiers fighting for equality

#### The Civil Rights Movement-

- Rosa Parks
- Martin Luther King
- Malcolm X
- Links to Apartheid in South Africa

#### Self-framed Historical Enquiry-

- Compare 2 famous historical events/individuals