

‘To me, history ought to be a source of pleasure. It isn’t just our civic responsibility. To me it is an enlargement of the experience of being alive’. David McCollough

History: Phase 5 (Y12 - 13) Outcomes

<p style="text-align: center;">Key Knowledge</p> <p>Pupils will know:</p>	<p style="text-align: center;">Key Skills</p> <p>Pupils will be able to:</p>
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • There are different ways of historical thinking that influence the study of history. • History is distorted due to a variety of different factors, preconceptions and identities. There is no true history which can be achieved. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • The Tudors (Henry VII, Henry VIII, The mid-Tudors, Elizabeth I) • Democracy and Nazism (Weimar Germany, the golden age, the collapse of democracy, Nazi rule, racial state, the impact of war) • In-depth knowledge of one chosen area of history (self-selected by pupils) <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Thought and society during Tudor England (Shakespearean drama) • German sources may be used in the Germany topic linking to the study of A Level languages 	<p>Communication of knowledge</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key features and characteristics of the period studied. • Explain and analyse historical events and periods studied using second-order historical concepts. • Develop interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance • Build on understanding of the past through experiencing a broad and balanced course of study • Make links and draw comparisons within and/or across different periods and aspects of the past <p>Use of sources</p> <ul style="list-style-type: none"> • Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <p>Interpretations and Judgements</p> <ul style="list-style-type: none"> • Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate • Improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds and develop the ability to ask relevant and significant questions about the past and to research them • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional <p>Quality of written communication</p> <ul style="list-style-type: none"> • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements by developing their use and understanding of historical terms, concepts and skills

'History is written by the victors'. Napoleon

History: Phase 4 (Y9 - 11) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none">History is cyclical and thematic. What is happening now or in the past has probably happened before in some way somewhere in the world.History is distorted due to a variety of different factors and preconceptions. We can only make best judgements of events.All sources and interpretations of information in history are of some value depending on how they are used. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none">America 1920-1973 (America and the boom, the depression, the New Deal, Post War America, racism and discrimination)Conflict and tension 1918 – 1939 (The Treaty of Versailles, the League of Nations, the causes of World War 2)Britain: Power and the People (Challenges to feudalism, challenges to royalty, the great reforms, the fight for equality)Elizabethan England (Elizabeth's court and Parliament, life in Elizabethan England, troubles at home and abroad, historical site enquiry) <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none">Racial tension and conflict links to the theme of conflict being studied at GCSEConflict in society links to the topic 'Conflict and tension' in the post WW1 periodConflict in identity links to the topic 'Power and the people' with a British emphasis during the shifting power struggles within the country	<p>Communication of knowledge</p> <ul style="list-style-type: none">Demonstrate knowledge and understanding of the key features and characteristics of the period studiedExplain and analyse historical events and periods studied using second-order historical conceptsDevelop and extend knowledge and understanding of specified key events, periods and societies in local, British and wider world history and of the wide diversity of human experience and engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. <p>Use of sources</p> <ul style="list-style-type: none">Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <p>Interpretations and Judgements</p> <ul style="list-style-type: none">Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.Develop the ability to ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical contextDevelop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them <p>Quality of written communication</p> <ul style="list-style-type: none">Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

'You have to know the past to understand the present'. Carl Sagan

History: Phase 3 (Y6 - 8) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none">- History is a series of causes and consequence that help us to understand the world around us.- History can change depending on many different factors.- We can learn history from sources of information from both the past and present but some of these are more useful than others. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none">• Life in the ancient world (Egypt, Greece and Rome)• The Battle of Hastings (Causes, events and consequences)• Life in Norman England (Fear, castles etc.)• Life in the Tudor Period (The reformation, changes to religion, culture, Elizabethan England)• Life in the Stuart Period (Big events that impacted society, The Civil War, Cromwell)• The impact of The British Empire (Exploration, The British Empire, impacts of the Empire, slavery)• The Industrial Revolution (changes in Britain, Dickens, Life during The Industrial Revolution)• World War 1 and 2 (Causes and events of both, the inter-war years, the suffrage movement) <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none">• Consistent deepening and broadening of understanding with links to English curriculum	<p>Knowledge</p> <ul style="list-style-type: none">• Describe or recount key events in history in detail with accuracy• Explain different causes, consequences and significance of an event, enquiry or issue• Compare different events or themes in history and explain similarities and differences <p>Interpretations</p> <ul style="list-style-type: none">• Compare and explain different interpretations of an enquiry• Explain how and why different interpretations may have been formed• Judge the most useful or accurate interpretation of an event and explain why <p>Historical judgements</p> <ul style="list-style-type: none">• Give a detailed judgement to an enquiry or issue in history and can state criteria for making these judgements• Make reference to opposing judgements in their work <p>Use of sources</p> <ul style="list-style-type: none">• Select relevant sources to use in their work or argument• Analyse a source and comment on the use it has to a historian• Compare different sources and explain how/why they are different <p>Quality of written communication</p> <ul style="list-style-type: none">• Structure essays and enquiries with relevant information.• Use dates and terminology accurately.

'If you do not know history then you do not know anything. You are a leaf that does not know it's part of a tree'. Michael Crichton

History: Phase 2 (Y3 - 5) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
Key Threshold Concepts <ul style="list-style-type: none">- History is a series of cause and effect in a chronological order.- We can understand today by knowing the past.- There is no fixed 'history', history is a series of agreed upon opinions, interpretations and judgements.- We can learn history from sources of information from both the past and present.	Knowledge <ul style="list-style-type: none">• Identify and start to describe or recount key events in history in detail with accuracy• Describe events in history in order• Compare different events and share surface descriptions of similarities and differences
Subject-specific Knowledge <ul style="list-style-type: none">• Stone Age Britain• The impact of colonisation on India• Shakespearean England• The Crusades• Explorers and adventurers (Columbus)• The Homefront in WWII• Inventions and discoveries in time• Modern Britain – immigration and culture	Interpretations <ul style="list-style-type: none">• Identify different interpretations of events in the past• Identify how different periods in history have changed or stayed the same over different periods
Cross –Curricular Knowledge <ul style="list-style-type: none">• Consistent deepening and broadening of understanding with links to English curriculum	Historical judgements <ul style="list-style-type: none">• Give a judgement to an enquiry or issue in history• State criteria for making these judgements
	Use of sources <ul style="list-style-type: none">• Select mostly relevant sources to use in their work or argument• State facts that can be learnt from a source about an event or period in history
	Quality of written communication <ul style="list-style-type: none">• Structure essays and enquiries with mostly relevant information• Use dates and terminology with occasional mistakes

Humanities: Phase 1 (N – Y2) Outcomes

<p style="text-align: center;">Key Knowledge</p> <p>Pupils will know:</p>	<p style="text-align: center;">Key Skills</p> <p>Pupils will be able to:</p>
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • The past is a different place to the present. • There is a varied world around us which can impact us and we can impact. • Every person, including you, has different beliefs and morals which impact their lives. <p>Subject-specific Knowledge</p> <p>The following are all taught as topics integrating historical, geographical and religious themes into the wider theme of that particular cycle.</p> <ul style="list-style-type: none"> • Me/and my family (Understanding you, your actions, your history, your beliefs and the similarities/differences between you and your family) • Growing (Understanding how you can change, the impact this may have on how things grow and how your beliefs may change) • Journeys • London (The basic history, geography and religion of the local area and London as a whole) • Romans (The basic history, geography and beliefs of the Romans and their Empire) • Africa (The basic history, geography and beliefs of various parts of Africa) • History of the UK (The basic history, geography and beliefs of various parts of the UK) • Space (The basic history of space travel, changes to technology, impacts on belief and impact on local/world geography) • Food (Changes in food over history, the impact of local geography on diet and the use of food in religious ritual) <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • All of the topics within P1 humanities integrate history, geography and RE as one subject. It is taught to consolidate the learning of the theme in each cycle. 	<p>History:</p> <ul style="list-style-type: none"> • Use words and phrases about the past • Put events into chronological order • List differences between their lives and the lives of people in the past • Share basic opinions about the past. • Use sources to answer simple questions about the past. <p>Geography</p> <ul style="list-style-type: none"> • List examples of local physical and human geographical features • List examples of how humans may impact the environment and vice versa • Use simple sources and statistics in order to answer simple questions <p>Religious studies</p> <ul style="list-style-type: none"> • Use words and phrases about different religions • Identify simple differences between different religions • List ways in which different faiths may impact people’s lives • Use sources of authority in order to answer simple questions