

# Rudheath Senior Academy Curriculum Intent for History from Years 7 to 11

## RSA Curriculum Intent – Curriculum coverage, knowledge progression, subject discipline and skills

Key Knowledge and Skills	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Historical Knowledge</b> 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.</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.</p> <p>To ask relevant questions about the past. To investigate issues critically, make valid historical claims using a range of sources in their historical context.</p> <p>Awareness of why people, events and developments have been accorded historical significance and why different interpretations have been constructed. Organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	<ul style="list-style-type: none"> <li>What is history? What the academic subject of History is, nature of historical evidence: primary and secondary sources including interpretations. Chronology and periods of time.</li> <li>Invaders and settlers: Romans, Vikings and Anglo Saxons and their local impact</li> <li>Norman Conquest. England before 1066, succession crisis, battles of 1066, how William Conqueror took control of England including changing castle design.</li> <li>Church and State in the Middle Ages including the importance of religion in people's lives, structure of society and relationship between kings, church and barons.</li> <li>Life in the Medieval England: including Black Death &amp; Peasants Revolt</li> <li>The Reformation: Henry VII and VIII, Break with Rome, Elizabeth's Middle Way and Armada,</li> <li>The Aztec and Mughal Rulers and how similar/different they are to English monarchs.</li> </ul>	<ul style="list-style-type: none"> <li>English Civil War: Causes, nature, outcome, Oliver Cromwell's rule and the reformation of the monarchy under Charles II</li> <li>Nature of Transatlantic Slave Trade, Britain's gains from slavery, Resistance, and why it was abolished.</li> <li>The creation of the British Empire and the impact of the Empire on people across the globe.</li> <li>Industrial Revolution: industrialisation, progress and improvement, linked case study to Whitechapel Murders: Environment, Victims, Suspects and why the Ripper was never caught</li> <li>Why have people come to Britain?</li> <li>The study of migration from ancient times to modern day focusing on a range of groups including the Romans and the Wind rush Generation.</li> </ul>	<ul style="list-style-type: none"> <li>Votes for Women: the suffragette movement. Terrorists or martyrs?</li> <li>First World War: Causes, nature, leadership and impact</li> <li>How was morale maintained during the Second World War? Focusing on issues such as rationing and evacuation.</li> <li>The Holocaust: How and why did Hitler murder 6 million Jews?</li> <li>American Civil Rights movement: What was the driving force of change, Individuals or mass movements?</li> </ul>	<p><b>Medicine Through Time (Paper 1)</b></p> <ul style="list-style-type: none"> <li>Medicine in Medieval England</li> <li>The Medical Renaissance in England</li> <li>Medicine in the 18th and 19th Century Britain c.1700-c.1900</li> <li>Medicine in Modern Britain</li> </ul> <p>The Historic Environment: The British Sector of the Western Front, 1914-18: injuries, treatment and trenches</p> <p><b>Early Elizabethan England 1558-88 (Paper 2)</b></p> <ul style="list-style-type: none"> <li>Queen, Government &amp; Religion</li> <li>Challenges to Elizabeth at Home &amp; Abroad</li> <li>Elizabethan Society in the Age of Exploration</li> </ul>	<p><b>Weimar and Nazi Germany 1918-1939 (Paper 3)</b></p> <ul style="list-style-type: none"> <li>Weimar Republic</li> <li>Hitler's Rise to power</li> <li>Nazi control and dictatorship</li> <li>Life in Nazi Germany</li> </ul> <p><b>The American West c.1835-c.1895 (Paper 2)</b></p> <ul style="list-style-type: none"> <li>The Early settlement of the West</li> <li>Development of the Plains</li> <li>Conflicts and conquest</li> </ul>
<p><b>Key Skills in History</b> Chronology Historical Vocabulary Analytical Narrative Thematic History Enquiry</p>	<p>C: Knowledge of terms like year, decade or century in their work and can apply them to historical situations with which they are familiar.</p> <p>C: Fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII'). Use an understanding of chronological terms to construct timelines over short and long periods of history.</p> <p>HV: Remember a range of historically relevant vocabulary within a given historical period (e.g. Tudors) and can use it to describe the period.</p> <p>AN: Understand what an Analytical Narrative is in the context of a story (eg. The events of the Battle of Hastings).</p> <p>AN: Construct a narrative about the past that describes what happened and use some information to support the narrative.</p> <p>TH: Understand what thematic history is and how the approach differs from other approaches.</p>	<p>C: Confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied.</p> <p>C: Timelines and other work show an appreciation of the different scales of time and how they fit together.</p> <p>HV: Remember and use historical vocabulary in their work and are beginning to assimilate new words into their current understanding. Understanding that historical language is contextually relevant and encouraged to ask questions about whether a term is appropriate in a new period or country. Link categories of causes to form a picture and begin to explain why something happened in history.</p> <p>AN: Construct a descriptive narrative of the past with some development. Use factual information as support throughout the narrative.</p>	<p>C: Develop a simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about periods because of knowledge that they already have.</p> <p>HV: Use historical vocabulary correctly in their work and it is becoming a feature of the way in which they talk and write about history.</p> <p>AN: Narrative accounts of the past include some analytical thinking. Working on developing links to key concepts and learning how to plan and organise information accurately.</p>	<p>C: Recognise where they and other historians are making generalisations about the past, although they find it hard to challenge these with any accuracy.</p> <p>AN: Narrative accounts include analysis and some appreciation of the relevant historical concept (e.g. constructing a narrative of a cause). Plan an answer that builds an account and select relevant knowledge.</p> <p>HV: A growing awareness of context and can begin to explain why some historical language is relevant in one period but not another.</p>	<p>HV: Understanding of the importance of context when using historical vocabulary in different periods. There is also an awareness that historical vocabulary may need to be adapted within a period.</p> <p>C: Use new knowledge and assimilate both 'facts' and historical ideas into their own historical picture of the past.</p> <p>AN: Construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. Organise an account so that it shows some logic and an ability to plan.</p>
<p><b>Evidence</b> Usefulness of sources Historical context used to analyse sources for a specific enquiry Making inferences Historical environments</p>	<p>Understand that sources are used by historians to find out about the past.</p> <p>Appreciate that historians need to interrogate sources to work out what happened in the past.</p> <p>Comment on the reliability of sources ('biased' maybe used as a catch-all term) but have little understanding of how historians build an evidence picture.</p> <p>Make generalised references to provenance (e.g. 'sources from witnesses are more reliable').</p> <p>Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z.</p>	<p>Use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose.</p> <p>Use a small group of sources together to make simple inferences and present this as evidence.</p> <p>Frame historically valid questions.</p> <p>Make supported inferences about the past by using a source and the detail contained within it.</p> <p>Introduction to the idea of utility and what might make a source useful to a historian for a specific enquiry.</p> <p>Comment on the utility of a source as well as its reliability.</p>	<p>Distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. Learn to support comments on sources by using source content and sometimes by referencing the provenance of a source.</p> <p>Use general contextual knowledge of the period studied to support their comments.</p> <p>To make judgements about sources and how they can be used for a specified enquiry. Support the comments by using precise content from sources and backing it up with sound contextual knowledge.</p>	<p>Distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence.</p> <p>Formulate historical questions and plan a line of enquiry or select sources to use.</p> <p>Distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. Support comments on sources by using source content and sometimes by referencing the provenance of a source.</p> <p>Use general contextual knowledge of the period studied to support their comments.</p>	<p>Make judgements about sources and how they can be used for a specified enquiry. Support comments by using precise content from sources and backing it up with sound contextual knowledge.</p> <p>Confident in asking historical source questions and can describe the types of sources which would be useful.</p> <p>Judgement of provenance to becoming more of a feature, so that ideas of nature, origin and purpose are reflected in their answers.</p>

<p><b>Causation and Consequence</b>  <b>Process of change (factors bringing it about, i.e. Causation)</b>  <b>Impact of change (i.e. consequence)</b>  <b>Significance of cause/consequence</b></p>	<p>Identify a number of causes of historical events and understand that these are a result of relationships in the past.</p> <p>Identify a number of causes and categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'.</p> <p>Understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.</p> <p>Understanding of significance and why a person or event, might be significant or not.</p> <p>Categorise causes and recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.</p>	<p>Use simple knowledge of the event or period to back up their causal statements.</p> <p>Link categories of causes to form a simple causal picture and begin to explain why something happened in history.</p> <p>Starting to use simple knowledge of the event or period to back up their statements.</p> <p>Understand that events have consequences as well as causes and can describe one or more of the consequences of an event or development.</p>	<p>Link categories of causes to form a simple causal picture to explain why something happened in history. Challenging the belief that things happen because people wanted them to.</p> <p>Use knowledge of the event or period to back up statements.</p>	<p>Confident in forming a picture using information given to construct a sound explanation of why something happened.</p> <p>Becoming more selective when deploying historical knowledge.</p> <p>Construct and explain a causal argument using historical knowledge. This argument will put forward a case for defining the importance of particular causes or groups of causes.</p> <p>Recognition of the importance of selecting knowledge to strengthen their points.</p> <p>Explain why events had certain consequences and recognise that one cause may have multiple or conflicting consequences. Begin to see how causes and consequences overlap and interact.</p>	<p>Use knowledge to construct a causal argument, relevant to a question asked. Knowledge of how to organise answers using a causal focus and to show evidence of an argument forming</p> <p>To place causal reasoning within a wider contextual knowledge of the period or country studied.</p>
<p><b>Change and Continuity</b>  <b>Similarity and difference</b>  <b>Significance of change</b>  <b>Why there was rapid/slow change/why change continued</b>  <b>Nature and extent of change</b>  <b>Patterns of change (including turning points/significance)</b></p>	<p>Describe change using features of the period or periods that they are studying. Understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves.</p> <p>Use some of the language of change to talk simply about the pace or extent of changes with which they are familiar.</p>	<p>Use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. Recognise that a change may be important to one society or group of people but has little historical significance in another context.</p> <p>Use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p>	<p>Recognise that a change may be important to one society or group of people but has little historical significance in another context.</p> <p>Use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p> <p>Communicate an understanding of changes by identifying lines of development rather than just individual changes.</p>	<p>Use the language of change and explain why some changes are significant or seen as significant depending on perspective.</p> <p>Explain lines of development in which changes work cumulatively in the same direction or pull in different directions.</p> <p>Link lines of development (e.g. religious, political, and economic) to each other and not to see them as discrete from each other.</p>	<p>To look at lines of development over a long period of time and select some examples to support a simple argument about change and continuity or significance.</p>
<p><b>Interpretation</b>  <b>Interpretations – how they differ, why they differ</b>  <b>Evaluation of interpretations in knowledge of historical context</b></p>	<p>Pick out simple differences in accounts of the past.</p> <p>Recognise that the arguments that people have had about the past are important to historical discipline and that history is made up of different stories about the past.</p> <p>Descriptions of two opposing interpretations of an event or person.</p> <p>Select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it.</p> <p>Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this.</p>	<p>Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). Understand that this is linked to who made the interpretations, but will not be able to go beyond simple statements. Regard interpretations and formulate opinions as to their validity and historical purpose.</p> <p>Select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations.</p>	<p>Link the construction of different interpretations to the use of different sources. Understand that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p>	<p>Explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France').</p> <p>Understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p> <p>Explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection.</p>	<p>Make a case for or against an interpretation and use some relevant contextual knowledge to support evaluation.</p>





