

## History – How did Britain and her place in the world change socially, politically and economically from 47 BC - 1991?

Students will gain a coherent knowledge and understanding of their local History, Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Students will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives through social, economic and political changes, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History will reflect the empower skills on the curriculum and will equip the student for success as global citizens.

	Knowledge	skills
Year 7 – England 1066 - 1640	<p>Students will need to know:- Different political systems in the Roman Empire - <b>Democracy</b> and <b>Dictatorship</b>. The concept of Empire and responses to and effects of Roman rule on Britain</p> <ul style="list-style-type: none"> <li>• How Britain changed Socially Economically and politically from 1064 – 1485 – The Norman Conquest – Middle Ages and Crusades They will recognize attempts to change systems</li> <li>• How Britain changed Socially Economically and politically from 1500 – 1600 – Tudor and Stuart England – Reformation and beyond.</li> </ul> <p>They will reflect on composition of British society – what it was like at Tudor court</p>	<ul style="list-style-type: none"> <li>•Students will be able to describe different types of government and recognise broad social political and economic changes in Britain 1064 – 1600. They will be able to offer reasons why historical events and people led to changes. They should begin to explain the consequences of events.</li> <li>•They will be able to use the content of a source to support their own understanding. They should recount a historical narrative.</li> <li>•They will begin to make links between periods of study</li> </ul> <p>They will recognize different opinions about the same event or person.</p>
Year 8 – Britain and wider world 1641 - 1918	<p>Students will continue to develop understanding of different political systems in Britain.</p> <ul style="list-style-type: none"> <li>• They will study how Britain changed Socially, Economically and politically from 1641 – 1918.</li> </ul> <p><b>Topics include</b> –. Civil War – Democracy – Republic and Restoration Industrial Revolution – Slave trade —</p> <p>They will develop their study of people advocating political change and the methods they used -</p> <p>They will extend the concept of Empire to the Mughal and British Empire at home and abroad during the Victorian/ Edwardian era and its effects / consequences</p>	<ul style="list-style-type: none"> <li>•Students will explore and recount broad social political and economic changes in Britain between 1641 – 1918 and will be able to develop explanation of why historical events and people led to changes</li> </ul> <p>They will be able to explain a consequence of key events</p> <p>They will develop use of content and origins of a source to support their own understanding and begin to comment about utility. They will begin to suggest a reason why historian’s views may be different.</p> <p>Students will make explicit links between longer periods and themes of study</p> <p>They will be able to recount a historical narrative and start to explain links between events and explore relative importance of causes.</p> <p>Students will frame a historical enquiry with guidance.</p>
Year 9 – Britain and international relations – 1900 - 1991	<p>Having embedded an understanding of political social and economic change – students will further assess different political systems and compare and contrast with other societies– USSR - Cold War and Germany -rise of dictatorship.</p>	<p>Students will show greater depth of understanding of broad social, political and economic changes in Britain, Europe and globally between 1900 – 1991 and be able to explain why historical events and people led to changes. They will explain in greater depth the consequences of key events</p>

	<ul style="list-style-type: none"> <li>• They will study how Britain and the wider world changed Socially and Economically from 1900 - 1991.</li> </ul> <p><b>Topics include</b> - How imperialism contributed to the start of WW1 and critical events of the war- Interwar relations - Wall Street Crash and its effects, Britain/ Southampton 1939 – 50 - Shoah. They will end with a study of The Cold War and Ancient medicine.</p>	<p>They will use content, Nature and origins and purpose of a source to support their own understanding and comment about utility and limitations. They will explain reasons for differences in opinion and begin to support their own view. They will make and explain explicit links between wider periods of study. They will be able to recount a historical narrative and explain links between events and develop judgements about relative importance of causes. There are also greater links to Empower (Employability) skills and GCSE skills concepts students will make presentations expressing concepts of change.</p>
<p>Year 10/ 11 -</p> <p>The study of Medicine through time</p> <p>Weimar and Nazi Germany – 1919 - 1939</p> <p>Norman and Saxon England</p>	<p>Students will develop and extend their 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><b>Thematic study and historic environment</b>          Medicine Through Time - The thematic studies require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the Medieval to Modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.</p> <p><b>Weimar – Nazi Germany 1919 – 1939 - The depth studies</b> focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these will include social, economic, political, religious and military aspects</p> <p>The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.</p>	<p>Students will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</p> <p>They will develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</p> <p>They will develop 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> <p>They will organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>