

## Year 7 History Curriculum Overview

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Analysis and evaluation of <b>consequence</b>	Analysis and evaluation of <b>source content and provenance.</b>	Analysis and evaluation of <b>significance</b>	Analysis and evaluation of <b>similarity and difference</b>	Analysis and evaluation of difference <b>interpretations</b>	Analysis and evaluation of <b>change and continuity.</b>
<b>Knowledge</b>	Ancient Civilizations	Anglo-Saxons, Vikings and Norman Conquest	Medieval life in Britain and the Islamic World	Medieval life in Britain and the Islamic World	Medieval Religion, Monarchy and Revolt	Renaissance, Reformation, Early Tudors, Elizabethan England and Exploration
<b>Alive and British Values</b>	<p><b>Justice and Respect:</b> Understanding global civilisations, analysing use and deliverance of power across different parts of the world.</p> <p><b>Diversity and Choice:</b> Knowledge of global civilisations and empires beyond Britain</p> <p><b>British Values:</b> The development of the rule of law and democracy.</p>					
<b>Assessment</b>	Formative Assessment (written essay)	Summative Assessment (written essay)	Formative Assessment (written essay)	Summative Assessment (written essay)	Formative Assessment (written essay)	Summative Assessment (written essay)
<b>Careers</b>	Throughout each unit students learn how the various skills that they are developing, could be applied to a wide variety of careers. This is also supported by displays and information signposted around the department.					
<p><b>How this builds on learning (knowledge and skills) from Key Stage Two:</b> The Year 7 curriculum starts with a topic that many students have studied at primary school (the Romans). We also start by assessing the knowledge and skills they have already begun to develop at primary school and explicitly explain how they will develop them.</p>						

## Year 8 History Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Analysis and evaluation of <b>source content and province.</b>	Analysis and evaluation of <b>similarities and difference</b>	Analysis and evaluation of <b>change and continuity</b>	Analysis and evaluation of <b>cause and consequence</b>	Analysis and evaluation of <b>significance</b>	Analysis and evaluation of <b>interpretations</b>
<b>Knowledge</b>	African Kingdoms	The Development of Britain 1600-1750	The Industrial Revolution	The British Empire	The Trans-Atlantic Trade, Resistance and Abolition	Civil Rights in the USA and Britain
<b>Alive and British Values</b>	<p><b>Justice and Respect:</b> Included a greater focus on Africa pre trans-Atlantic slaver trade. Focusses on the stories and experiences everyday people of those who have previously been marginalised in history.</p> <p><b>Trust and Truth:</b> Challenging stereotypes and misinformation to provide accurate analysis of topics such as the British Empire.</p> <p><b>British Values:</b> Respect and tolerance of all people by dealing with difficult aspects of history, particularly in Bristol. Individual liberty through study of Civil Rights.</p>					
<b>Assessment</b>	Formative Assessment (written essay)	Summative Assessment (written essay)	Formative Assessment (written essay)	Summative Assessment (written essay)	Formative Assessment (written essay)	Summative Assessment (written essay)
<b>Careers</b>	Throughout each unit students learn how the various skills that they are developing, could be applied to a wide variety of careers. This is also supports by displays and information signposted around the department.					
<p><b>How will studying this subject in Key Stage Three help students to make their unique contribution to the world?:</b> Students develop a comprehensive range of <b>transferable skills</b> throughout their study of History. They study a diverse range of topics and countries which enables them to understand their local, national and global circumstances and the challenges of the modern world.</p>						

## Year 9 History Curriculum Overview

Year 9	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6
<b>Skills</b>	Analysis and evaluation of <b>cause and interpretation</b>	Analysis and evaluation of <b>similarity and difference</b>	Analysis and evaluation of <b>change and continuity</b>	Analysis and evaluation of <b>source content and provenance</b>	Analysis and evaluation of <b>consequence and interpretation</b>	Analysis and evaluation of <b>significance</b>	Analysis and evaluation of <b>significance and interpretation</b>	Analysis and evaluation of <b>cause and consequence</b>	Analysis and evaluation of <b>cause and consequence</b>	Analysis and evaluation of <b>cause and consequence</b>	Analysis and evaluation of <b>cause and consequence</b>
<b>Knowledge</b>	20th & 21st Century Conflicts	The First World War	Women & LGBTQ+ Rights	The Inter-War Years	The Second World War	The Holocaust	The Cold War & Modern Conflicts	Migration 790-present			
<b>Alive and British Values</b>	<p><b>Justice and Respect:</b> Focus on the development of gender/LGBTQ+ rights, examination of the contribution made by all soldiers across the British Empire in both world wars</p> <p><b>Diversity:</b> Examining and celebrating the diverse range of people in Bristol and the contributions they have made.</p> <p><b>British values:</b> Democracy against dictatorship and the value of individual liberty that has been fought for.</p>										
<b>Assessment</b>	Formative Assessment (written essay)		Summative Assessment (written essay)		Formative Assessment (written essay)		Summative Assessment (written essay)		Formative Assessment (written essay)		Summative Assessment (written essay)
<b>Careers</b>	Throughout each unit students learn how the various skills that they are developing, could be applied to a wide variety of careers. This is also supported by displays and information signposted around the department. In Year 9, this is also made clear by lessons during the options process which clearly outline which careers History is useful for.										
<p><b>How will studying this subject in Key Stage Three help students to make their unique contribution to the world?:</b> Students develop a comprehensive range of <b>transferable skills</b> throughout their study of History. They study a diverse range of topics and countries which enables them to understand their local, national and global circumstances and the challenges of the modern world.</p>											