



History

Subject intent:

We want our historians at JCA to be able to write at length about key events, people and time periods. They will have a solid grounding in chronology and they will be able to form solid opinions around causation and the consequences of events. They will be able to sustain these opinions and form substantive judgements. They will be able to critically analyse the usefulness and reliability of material but also be able to articulate the relevance of the past and the impact of it on their lives in Bristol.

Brief overview of thinking behind KS3 cumulation and progression of knowledge:

Our curriculum is designed to build skills and historical understanding over time, enabling our students to grow as historians and face increasingly more complex and challenging content and tasks as they progress through the school. The sequencing is generally chronological, for example in Year 7 our students will begin learning about Britain in the 11th century and will work up to the 1500s, whilst in Year 8 the students cover more diverse history from more recent centuries, such as the British Empire and migration. This focus is designed to broaden our students' scope of world history through the ages, which will enrich them as individuals and also equip them for success if they choose to study it at KS4 and beyond.

Link to KS4 spec:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Curriculum plan:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Superpower relations and the Cold War, 1941-91		Superpower relations and the Cold War, 1941-91 The USA: 1954-75 Conflict at home and abroad	The USA: 1954-75 Conflict at home and abroad	The USA: 1954-75 Conflict at home and abroad (Vietnam)	Final Exams

Year 10	Crime and Punishment: c.1000-present day	Whitechapel: 1870-1900	Early Elizabethan England: 1558-1588	Early Elizabethan England: 1558-1588	Superpower relations and the Cold War, 1941-91	
Year 9	Which historian do you most disagree with about the causes of WWI?	Who do we remember in World War I?	What was it like to live in Nazi Germany?	How and why was the Holocaust possible?	How and why was the Holocaust possible? The 1960s: a decade of rapid change?	The 1960s: a decade of rapid change?
Year 8	Migration: Romans to the Windrush	What was the impact of the transatlantic slave trade at the time?	What was the impact of the transatlantic slave trade at the time? Why do we need to talk about the British Empire?	Why do we need to talk about the British Empire?	How and why has democracy in Britain changed: 1819-1928?	
Year 7	How accurate is Schama's interpretation of the Battle of Hastings?	What was it like to live in Medieval England: 1066-1450?	How did Medieval people respond to the Black Death?	What was happening in the Islamic World? What changed in the Reformation?	What changed in the Reformation?	Which was the greatest invention, pre-1500?