

### End of Year Expectations for History

Year	By the end of Year 7
<b>7</b>	Students should have confident mastery of chronology and be able to order events of the Middle Ages as such
	Students should understand the concept and be able to employ them in support of historical events
	Students should be familiar with the concept of causation and be able to articulate this in support of why William won the Battle of Hastings
	Students should be able to recall significant historical events, such as the Peasant's Revolt and the Black Death
	Students should be familiar with the concept of bias, through manipulation on sources on a variety of historical events
	Students should be able to link significant historical events, such as the Black Death and the Peasant's Revolt
	Students should be able to construct arguments analysing simple interpretations of History, such as the outcomes of the Black Death
	Students recall why there was tension between the church and the crown, as exemplified by the Death of Thomas Becket

**In summary: By the end of year seven....**students should have knowledge of the Norman Conquest, why William won the Battle of Hastings and how Medieval England developed through such concepts as castle building, the Peasant's Year, the Black Death and the Peasant's Revolts. Students should be able to identify and articulate concepts such as chronology, causation and consequence.

Year	By the end of Year 8
<b>8</b>	Students should be able to employ prior knowledge in order to explain to what extent the break with Rome was caused by tensions between the church and the crown and other interpretations
	Students should be able to employ prior knowledge to support inferences to sources, such as the Tudor Dynasty and the Spanish Armada
	Students should be able to use prior knowledge on the Armada to account for the religious causes of the English Civil War
	Students should be able to comprehend how the Republic emerged from the Civil War
	Students should be able to use their knowledge of the Great Fire of London/Great Plague to construct a growing narrative of events, including cause, events and consequences
	Students should use prior knowledge of the embryonic Elizabethan empire in order to comprehend the growth of the slave trade
	Students should be able to articulate different interpretations of how the slave trade ended and their opinion as to which was most significant

**In summary: By the end of year eight.....**students will understand the break with Rome, how this caused turbulence in the Tudor monarchy and how this culminated in the Spanish Armada. Students should have knowledge of the Civil War and the Republic that it resulted in and how the monarchy was restored. Students will comprehend how the slave trade contributed to Britain's wealth and power, and the role of the slaves themselves in bringing down the slave trade. Students will continue to develop their understanding of cause and consequence, whilst introducing the notion of opinion and interpretations in History.

Year	By the end of Year 9
<b>9</b>	Students should be able to equate their knowledge of the slave trade with the growth of the British Empire
	Students should be able to recognise the concept of empire as a crucial factor in the causes of World War One
	Students should explore the concept of empathy through an investigation of Trench Warfare
	Students should explore interpretations with increasing sophistication through an investigation of Haig and the Battle of the Somme
	Students should investigate and cross reference sources with increasing confidence through a study of recruitment posters
	Students should relate the unfolding narrative of Women's emancipation through an investigation of cause, events and outcomes of the women's suffrage movement
	Students should be able to relate the Treaty of Versailles to the outbreak of World War One
	Students should employ this as an interpretation of causes of WW2 in relation to appeasement, Hitler's actions, the invasion of Poland and the Wall St Crash in accounting for the outbreak of WW2

	Students should be able to identify key turning points and their significance, such as Dunkirk, the Battle of Britain and Dunkirk
	Students should empathise with the events of the Holocaust and relate them to 21 <sup>st</sup> century issues
	Students should explore the use of the Atomic bombs and interpretations of this use through an examination of sources, taking into account their proper context and provenance

**In summary: By the end of year nine.....**students will be able to relate their knowledge the slave trade and empire to develop an understanding of the causes of World War One and develop empathy with the impact it had on those that fought it. Students should be able to connect the two World Wars through the Treaty of Versailles and identify crucial turning points in the war, such as Dunkirk, the Battle of Britain and Pearl Harbour. Critical events such as the Holocaust and the use of the first Atomic Bombs should be understood in the context of their lasting impact through the use of sources and an understanding of their provenance and context.

Year	By the end of Year 11
<b>11</b>	AO1: Students should be able to demonstrate knowledge and understanding of the key features and characteristics of the period studied
	AO2: Students should be able to explain and analyse historical events and periods using second order historical concepts
	AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
	AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

**In summary: By the end of Key Stage four....**students should be able to use the skills acquired in Key Stage Three and apply them to the knowledge gained in the GCSE course. Students will understand the concepts of change and continuity, as embodied through Medicine in Britain, cause, consequence and the developing narrative through the American West Depth study, interpretations of History in the USA 1954-75 and the impact of Elizabeth 1<sup>st</sup> in the making of the United Kingdom 1558-88.