

# History

**Subject Leader:** Mr A McAuley [amcauley@taptonschool.co.uk](mailto:amcauley@taptonschool.co.uk)

**Key Stage 3 Leader:** Ms J McCullough [jmccullough@taptonschool.co.uk](mailto:jmccullough@taptonschool.co.uk)

**Curriculum Intent:** To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	<p><b>Topic:</b></p> <p>The Fight for Power in Britain from 1066 to present</p>	<p><b>Students will:</b></p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events/ periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>
Spring	<p><b>Topic:</b></p> <p>The transatlantic slave trade</p> <p>Local study: Sheffield and the Industrial Revolution</p>	<p><b>Students will:</b></p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events/ periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>

<b>Summer</b>	<p><b>Topic:</b></p> <p>Edwardian Britain</p> <p>The First World War</p>	<p><b>Students will:</b></p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events/ periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>
	<p><b>Homework:</b></p> <p>Homework is set on Satchel: One for every six taught hours.</p> <p>In the Autumn term homework will comprise revision of class learning using online quizzes, a Fight for Power (early modern) menu, assessment preparation and revision of glossary terms for an in-class test</p> <p>In the Spring term, students can expect further Revision of class learning using an online quiz, homework relating to Slavery: forgotten campaigners, a Virtual tour of industrial Sheffield and Industrial women – reading and online quiz.</p> <p>In the final term of Y8 homework will comprise assessment preparation, revision of glossary terms for an in-class test, research on First World War memorials in Sheffield and WWI myth-busting.</p>	
<p><b>Assessment:</b></p> <p>In the Autumn Term, Assessment 1: On aspects of Year 7 learning, plus the Fight For Power (medieval unit). This will assess: knowledge retention; description skills; ability to evaluate a historical source; comparison of historical interpretations; and use of evidence to support/ challenge a viewpoint.</p> <p>In the summer term, Assessment 2: On aspects of Fight for Power; Edwardian Britain; and the Transatlantic slave trade. This will assess: chronological understanding/ change over time; knowledge retention; explanation/ causation; use of contemporary sources to support/ challenge viewpoints.</p>		
<p><b>Links to Personal Development:</b></p> <p>British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance</p> <p>Promoting inclusivity and diversity of all protected characteristics</p> <p>Prepare learners for future success in education, employment and training</p> <p>Moral development: Recognise the difference between right and wrong</p> <p>Cultural development: Understanding the wide range of cultural influences that shape individuals</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>Studies of mass protest groups such as the Chartists, NUWSS and WSPU are referred to in the Y9 civil rights course for comparison</p> <p>The same underpinning of substantive and disciplinary knowledge, historical scholarship and historical evidence are to the forefront, although students will be further challenged in relation to these things.</p>		