

Core Content Overview

Examined Topic 1 - 1066

- The claimants to the throne in 1066 – Edgar, Harald, Harold and William. The strengths and weaknesses of their claims.
- Stamford Bridge – events and significance.
- The difference between the Norman and Anglo-Saxon armies.
- The events of the Battle of Hastings and the reasons for Norman victory.
- The death of Harold – different interpretations and versions.

Examined Topic 3: The Church and Becket

- The power of the Church, how it helped people and gave them hope.
- Henry II - his problems and personality. Thomas Becket - his life before becoming Archbishop, his quarrel with Henry and his murder. Different versions and interpretations about Henry and Thomas Becket.

Examined Topic 2 – Norman Conquest

- The problems faced by William after he was made king.
- Norman castles – features and purpose.
- The Feudal System – reason, structure and importance
- The Domesday Survey – reason, method and importance.
- Brutality and terror – rebellions, the legend of Hereward and the Harrying of the North. Interpretations of William’s treatment of locals.

Examined Topic 4: Black Death and Peasants Revolt

- Black Death. Its Spread through Europe and arrival in England. Symptoms and contemporary ideas on the causes and cures. Impact on England.
- The Peasant’s Revolt and its links to Black Death. The events of the revolt. The death of Wat Tyler. Different versions and interpretations of the revolt.

Key Skills

Skill 1: Using historical knowledge to show understanding - including explanation, analysis, argument, evaluation, judgement - Worth 60%

- Writing accounts showing cause and consequence (worth 8/60 on KS3 summative assessments)
- Writing essays to explain key reasons for causation or change (16/60)
- Explaining the effect of changes (8/60)
- Describing problems faced in the past (4/60)

Skill 2: Critical use of historical sources and interpretations – Worth 40%

- Exploring the utility of a source analysis, evaluation, context and judgement (worth 8/60 on KS3 summative assessments)
- Identifying and explaining the differences between historical interpretations (4/60)
- Using an understanding of provenance to explain the differences between historical interpretations (4/60)
- Using knowledge to test historical interpretations (8/60)

Grade

Descriptors

Skill 1: Using historical knowledge to show understanding - including explanation, analysis, argument, evaluation, judgement**Skill 2: Critical use of historical sources and interpretations**YEAR 7
GRADE 7

- Good understanding and selection of relevant facts using some specific key words.
- Mostly accurate understanding of the chronology in accounts.
- Understanding of several valid causes or changes in paragraphs.
- Uses explaining phrases regularly in paragraphs.
- Has a judgement in essays.

- Accurately understands the meaning of sources.
- Make some valid inferences from source material
- Can evaluate the provenance of sources or interpretations using words such as type, author etc
- Can use some specific knowledge to test and understand source and interpretations.
- Can reach a valid judgement on the overall value of sources and interpretations.

YEAR 7
GRADE
4/5

- Sound knowledge and understanding of the topic with a range of correct facts.
- Reasonable understanding of the chronology in accounts.
- Detailed description of at least one cause or change in at least one paragraph.
- Beginning to use explaining phrases in paragraph(s).

- Select relevant information from sources in order to show some analysis of the source’s message.
- Accurately describes the meaning of sources.
- Makes some simple, but valid, points on reliability using words such as type, author etc
- Can use some simple knowledge to agree or disagree with the interpretations.

YEAR 7
GRADE 1

- Basic knowledge and understanding of the topic. Some accurate but basic knowledge.
- Understanding of chronology may be confused.
- Can name or identify a cause or change.

- Can describe or paraphrase a source or interpretation.

Core Content Overview

Examined Topic 5: Elizabeth and the Tudors

- Religious change from Henry VIII to Mary I.
- Interpretations, views and knowledge of Elizabeth's reign: poverty, marriage, Mary Queen of Scots, Religion, Spanish Armada and appearance.

Examined Topic 7: Social aspects of the Industrial Revolution

- Why were people so angry in 1830 – lack of voting rights, living conditions and working conditions.
- The New Poor Law and workhouses
- Conditions for children in mines and factories. Royal Commission 1833 (factories) and 1842 (mines). Factory reform (Factory Act 1833, Mines Act 1842 and Graham's Factory Act 1844)
- Crime and punishment and changes between 1800-1850.

Examined Topic 6: Charles I and the Civil War

- Background. Parliament in the 17th century, religious issues, James I and Divine Right.
- Interpretations, views and knowledge of Charles' religious problems, economic problems and political problems. Knowledge of how Charles dealt with these issues and how they caused the Civil War.
- Details of two important Civil War battles – Edgehill and Naseby.
- Roundheads and Cavaliers – their weapons, the similarities and differences. The propaganda made by each and interpretations of their actions.

Examined Topic 8: India

- The Mughals and the development of Mughal India. Key Mughal emperors.
- The rise of British power in India. East India Company and its rise. Clive of India - reputation and interpretations.
- The Mutiny and the causes. Interpretations of the Indian revolt.
- The independence movement and Gandhi.
- The impact of empire on Britain.

Key Skills

Skill 1: Using historical knowledge to show understanding - including explanation, analysis, argument, evaluation, judgement - Worth 60%

- Writing accounts showing cause and consequence (worth 8/60 on KS3 summative assessments)
- Writing essays to explain key reasons for causation or change (16/60)
- Explaining the effect of changes (8/60)
- Describing problems faced in the past (4/60)

Skill 2: Critical use of historical sources and interpretations – Worth 40%

- Exploring the utility of a source analysis, evaluation, context and judgement (worth 8/60 on KS3 summative assessments)
- Identifying and explaining the differences between historical interpretations (4/60)
- Using an understanding of provenance to explain the differences between historical interpretations (4/60)
- Using knowledge to test historical interpretations (8/60)

Grade

Descriptors

Skill 1: Using historical knowledge to show understanding - including explanation, analysis, argument, evaluation, judgement**Skill 2: Critical use of historical sources and interpretations**YEAR 8
GRADE 7

- Good understanding and selection of relevant facts using a good range of specific key words.
- Accurate and detailed understanding of the chronology in accounts.
- Explaining phrases used regularly in clearly structured and flowing paragraphs.
- Has a valid judgement in essays demonstrating some evaluation of relative importance.

- Accurately understands the meaning of sources, including some more subtle meanings,
- Make valid inferences about source material, with some development.
- Can evaluate the provenance of sources or interpretations using an appropriate range of words such as type, author etc
- Evaluation of provenance is strong and well-reasoned.
- Can use good specific knowledge to test and understand source and interpretations.
- Can judge the overall value of sources and interpretations.

YEAR 8
GRADE 4/5

- Good understanding and selection of relevant facts using some specific key words.
- Mostly accurate understanding of the chronology in accounts.
- Understanding of several valid causes or changes in paragraphs.
- Uses explaining phrases regularly in paragraphs.
- Has a judgement in essays.

- Accurately understands the meaning of sources.
- Make some valid inferences about source material
- Can evaluate the provenance of sources or interpretations using words such as type, author etc
- Can use some specific knowledge to test and understand source and interpretations.
- Can successfully judge the overall value of sources and interpretations.

YEAR 8
GRADE 1

- Simple understanding of the topics which includes some factual information.
- Some simple understanding of chronology, but with some errors.
- Can describe with some detail a cause or change.

- Can demonstrate some understanding of the meaning of a source or interpretation.
- Some relevant own knowledge can be deployed.

Core Content Overview

Examined Topic 9: The campaign for women's suffrage

- The position of women 1900. Arguments for and against women's suffrage.
- Suffragettes and suffragists - similarities and differences, leadership and methods. Government reaction and repression pre-1914.
- Emily Davison at the Derby - interpretations of her motives.
- The role of women in the First World War. Details and Significance.
- The Representation of the People Act, 1918 - causation.

Examined Topic 10: The First World War

- The causes of the First World War. Long and short term causes and the trigger Assassination of Archduke Franz-Ferdinand.
- Life and conditions in the trenches.
- Attitudes to Germans – home and at the front.
- Key battles in different theatres of war. Detailed study of: the zeppelin raids 1915-1916, the Somme 1916 and Jutland, 1916.

Examined Topic 11: The end of WWII and the Cold War 1945-1950

- The ideology of communism and capitalism – details and consequences
- Yalta, 1945– details and consequences
- Potsdam, 1945– details and consequences
- Hiroshima and Nagasaki, 1945– details and consequences
- Soviet Expansion, 1945-49– details and consequences
- Truman Doctrine, 1947 – details and consequences
- Marshall Plan, 1948– details and consequences
- The Berlin Blockade and Airlift 1948-49– details and consequences
- NATO, 1949– details and consequences

Key Skills

Skill 1: Using historical knowledge to show understanding - including explanation, analysis, argument, evaluation, judgement - Worth 60%

- Writing accounts showing cause and consequence (worth 8/60 on KS3 summative assessments)
- Writing essays to explain key reasons for causation or change (16/60)
- Explaining the effect of changes (8/60)
- Describing problems faced in the past (4/60)

Skill 2: Critical use of historical sources and interpretations – Worth 40%

- Exploring the utility of a source analysis, evaluation, context and judgement (worth 8/60 on KS3 summative assessments)
- Identifying and explaining the differences between historical interpretations (4/60)
- Using an understanding of provenance to explain the differences between historical interpretations (4/60)
- Using knowledge to test historical interpretations (8/60)

Grade	Descriptors	
	Skill 1: Using historical knowledge to show understanding - including explanation, analysis, argument, evaluation, judgement	Skill 2: Critical use of historical sources and interpretations
YEAR 9 GRADE 7	<ul style="list-style-type: none"> • Very good understanding and selection of relevant facts using a strong range of specific key words. • Accurate and detailed understanding of the chronology in accounts which contains very few errors. • Explaining phrases used regularly in clearly structured and flowing paragraphs. Paragraphs show some evaluation of the significance of points. • Has a valid judgement in essays demonstrating substantiation of relative importance. 	<ul style="list-style-type: none"> • Accurately understands the meaning of sources, including all key obvious and subtle meanings. • Make valid inferences about source material, with good development. • Can evaluate the provenance of sources or interpretations using a wide range of words such as type, author etc. and some advanced terminology. Evaluation of provenance is very strong and well-reasoned. • Can use very good specific knowledge to test and understand sources and interpretations. Analysis and evaluation is always well-focused. • Can judge the overall value of sources and interpretations drawing together strands.
YEAR 9 GRADE 4/5	<ul style="list-style-type: none"> • Good understanding and selection of relevant facts using a good range of specific key words. • Mostly accurate and detailed understanding of the chronology in accounts. • Explaining phrases used regularly in structured paragraphs. • Has a valid judgement in essays providing focus on the question. 	<ul style="list-style-type: none"> • Accurately understands the meaning of sources. • Makes valid inferences about source material, with some evidence of development. • Can evaluate the provenance of sources or interpretations using an appropriate range of words such as type, author etc. Evaluation of provenance is mostly valid with some reasoning. • Can use mostly good specific knowledge to test and understand source and interpretations. • Can judge the overall value of sources and interpretations.
YEAR 9 GRADE 1	<ul style="list-style-type: none"> • Simple understanding of the topics which includes some factual information. There is factual information and some key words. • Some simple understanding of chronology which is mostly accurate. • Can describe, with some accurate details, a cause or change. 	<ul style="list-style-type: none"> • Can demonstrate understanding of the meaning of a source or interpretation and this is accurate and relevant. • Some relevant own knowledge can be deployed. • There may be some attempt to test the source or interpretation in a very simple manner.