History Subject Intent

Dixons Broadgreen History department inspired students to take a keen interest in, and question, both the past and the present

By the end of the time studying history at Dixons Broadgreen students will:

- Know how historians investigate and organise their understanding the past having studied a wide range of British, European and world studies.
- Understand that History is fundamentally the study of people, their motives, actions and responses, and is therefore essential for enabling students to position themselves in society through an appreciation of their identity, their choices and their role as a citizen.

Five Year Plan

Year 7			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Power in the Medieval World** Migration up to 1000CE Norman Conquest Kingdom of Mali Mongol Empire	**Changing lives and minds in medieval and early modern world** Medieval people Black Death Change 1500-1700	**Voices from the past** Black Tudors Kingdom of Benin
Skills	Historical enquiry Causation, Significance	Diversity, Change Significance, Causation	Significance, Historical Enquiry Interpretations
Progression	Introduces all SOCs Lit: sentence level writing	Lit: more complex sentences, guided paragraph plans	Lit: Reading interpretations, forming complex sentences and SPOs
Link to GCSE	**Making of America** **Migration 1250-1500**	**Elizabeth I** **Migration 1250-1500**	**Migration 1500-1700** **Elizabeth I**
Year 8			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**The impact of trade and industry** - Sugar Trade - Industrial Revolution - Abolition of slavery	**Changing lives in the age of Empire** - British Empire - Suffrage - World War I	**Rights and ideologies in the modern world** - Communism - Equal rights campaigns - Holocaust
Skills	Change, Consequence	Diversity, Consequence Historical enquiry, Interpretations	Historical enquiry Causation, Interpretations
Progression	Lit: developing paragraphs including source quotations	Lit: developing paragraphs in response to interpretations	Lit: MPO planning including source quotations and interpretations
Link to GCSE	**Migration 1500-present** **Making of America**	**Elizabeth I** **Nazi Germany**	**Nazi Germany** **Migration 1900-present**

Year 9			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Living under Nazi rule 1-3** Democracy and Dictatorship Control and Opposition Changing lives of Germans	**Living under Nazi rule 4-5** WWII in Germany Nazi occupied Europe	**Migration through time, thematic study** Medieval migration Early Modern migration
Skills	Historical enquiry, Interpretation, causation	Historical enquiry, interpretation, causation	Change, causation, significance
Progression	Lit: Developing paragraphs in response to complex sources	Lit: developing MPOs in response to sources and interpretations	Lit: Developing MPOs explaining change over time
Link to GCSE / A-Level	**Making of Modern Britain** **Tsarist and Communist Russia**	**Making of Modern Britain** **Migration 1900-present**	**Tudors NEA**
Year 10			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Migration through time, thematic study** Industrial migration Modern migration	**Elizabeth I**	**Historic Environment** Uses, people and changes to the site
Skills	Change, causation, significance	Interpretation, causation	Interpretation, historical enquiry
Progression	Lit: Selecting appropriate vocabulary for a chosen SOC to a plan an MPO	Lit: Developing MPOs in response to interpretations	Lit: Selecting appropriate vocabulary for a chosen SOC to develop MPOs about the site
Link to GCSE / A-Level	**Making of Modern Britain** **Tsarist and Communist Russia**	**Tudors NEA** **Migration 1500-1750**	**Tudors NEA**
Year 11 – Transition to KS5			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Making of America**	**Making of America/Revision**	**Revision**
Skills	Causation, significance, change, diversity	Causation, significance, change, diversity	All SOCs covered in-depth
Progression	Lit: Selecting appropriate vocabulary for a chosen SOC to a develop a MPO	Lit: Developing MPOs in response to and to compare interpretations	Lit: Frequent: planning of MPOs, timed responses, analysis of model answers.
Link to GCSE / A-Level	**Elizabeth I**	**Elizabeth I**	