

**Intent Statement:** Our vision for History at Tottingham High School is for all students to develop a passion for the past, to promote empathy for people after life changing events, and create independent learners who appreciate and understand the world around them. Historical events influence our lives and have shaped our personal Histories, so within the Curriculum, we intend to investigate the impact these events have, and how they influence the future. Our History curriculum enables students to develop their skills through using evidence from the past to investigate how the world has been shaped through past events, reach judgements about the past, and become analytical learners.

	<b>History</b>					
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	<b>Skills</b> – What is History, and the skills needed to access and investigate.	<b>Normans</b> – the Norman Invasion, William the Conqueror and Settlement.	<b>Medieval life</b> – what was life like, how were medieval people controlled, Black Death, Peasants Revolt, and developments in Medicine.	<b>Medieval life</b> – Black Death, Peasants Revolt, and developments in Medicine.	<b>Plains Indians</b> – who were they and how did life change with Westward expansion?	<b>Tudors</b> – What challenges did the Tudor monarchs face, and what was life like under their rule? *
<b>Year 8</b>	<b>Stuarts</b> – Why was there so much disruption and rebellion, including Civil war and the Gunpowder Plotters?	<b>Stuarts</b> – Why was there so much disruption and rebellion, including Civil war and the Gunpowder Plotters?	<b>Industrial Revolution</b> – How did this change the face of Britain, and help with the British Empire?	<b>Slavery</b> – Life for a slave, why slavery was needed, how did it end?	<b>World War I</b> – short term and long term causes, trenches and the role of women	<b>Suffragettes</b> – why did suffrage and voting become important during the 20 <sup>th</sup> century, and how did women finally get the vote?
<b>Year 9</b>	<b>Days that shook the world</b> – How did events during	<b>Days that shook the world</b> – How did events during	<b>Holocaust</b> – review what started the	<b>Crime and Punishment</b> - 30% GCSE Thematic	<b>Crime and Punishment</b> - 30% GCSE Thematic	<b>Crime and Punishment (Whitechapel)</b> -

	the 20 <sup>th</sup> century impact on everyday life? Featuring Atomic bomb, the Cold War, America and the Vietnam War, the moon landings.	the 20 <sup>th</sup> century impact on everyday life? Featuring who shot JFK, Black Civil Rights, slavery, genocide, Diana, 9/11.	Holocaust, impact and events.	study of Crime and Punishment from c1000-present.	study of Crime and Punishment from c1000-present.	30% GCSE Thematic study of Crime and Punishment from c1000-present.
<b>Year 10</b>	<b>Crime and Punishment</b> - 30% GCSE Thematic study of Crime and Punishment from c1000-present.	<b>Crime and Punishment (Whitechapel)</b> - 30% GCSE Thematic study of Crime and Punishment from c1000-present.	<b>Elizabeth</b> – 20% GCSE. British depth study on Early Elizabethan England, 1558-88	<b>Elizabeth</b> – 20% GCSE. British depth study on Early Elizabethan England, 1558-88	<b>Cold War</b> – 20% GCSE Period study on Superpower relations, 1941-91	<b>Cold War</b> – 20% GCSE Period study on Superpower relations, 1941-91
<b>Year 11</b>	<b>Crime and Punishment</b> - 30% GCSE Thematic study of Crime and Punishment from c1000-present.	<b>Crime and Punishment</b> - 30% GCSE Thematic study of Crime and Punishment from c1000-present.	<b>Crime and Punishment (Whitechapel)</b> - 30% GCSE Thematic study of Crime and Punishment from c1000-present.	<b>Cold War?</b> This will depend on Ofqual guidance – due to be informed August 2021  If not – this will be revision time	<b>Cold War?</b> This will depend on Ofqual guidance – due to be informed August 2021  If not – this will be revision time	