

| History Department - Skills Mapping Overview |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What does this skill look like in...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Skill                                        | Logo                                                                                | Year 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Change and continuity                        |    | In Year 7, students are first introduced to the concept of change and continuity. Students are also introduced to the four discrete time periods from c.1000 AD - present. Students are challenged to identify and describe instances of change and continuity throughout periods of time. Students begin to explain the reasons behind changes and continuities. Students begin to describe and explain changes and continuities through the use of the PEE paragraph writing structure.                                                                                                                              | In Year 8, students continue to speak in terms of the four key time periods from c1000AD - present. Students will identify and describe in further detail changes and continuities across periods of time. Students begin to explain further why changes and continuities occurred. Students will be encouraged through Bright Sparks tasks to compare causes and consider the relationship between them to show how they led to changes and continuities to varying degrees. Students continue to describe and explain changes and continuities through the use of the PEE paragraph writing structure.                                                                                                                                                                                       | In Year 9, students continue to speak in terms of the four key time periods from c1000-present. Students will identify and describe in high levels of detail the changes and continuities across periods of time. Students begin to explain further why changes and continuities occurred. Students must make comparisons and consider the relationship between causes, and how each has led to changes and continuities to varying degrees. This will be developed through the consistent use of 16 mark questions where they must make sustained judgement. Students continue to describe and explain changes and continuities through the use of the PEE paragraph writing structure.                                                                                                       |
| Causation                                    |    | In Year 7, students are introduced to the concept of causation (cause and consequence). Students are able to describe causes and consequences, and explain their impact. Students are introduced to the PEE paragraph writing structure when describing and explaining causes and consequences. Students are encouraged to analyse the most important causes/consequences as Bright Sparks tasks that feed into overall judgements.                                                                                                                                                                                    | In Year 8, students are required to describe causes and consequences in more detail, and further explain their impact. Students develop their use of the PEE paragraph writing structure when describing and explaining causes and consequences. Students are encouraged to analyse (compare and contrast) and evaluate (the importance of) causes and consequences in their writing as the year progresses, moving towards full 16 mark questions (with overall judgements) when appropriate.                                                                                                                                                                                                                                                                                                 | In Year 9, students are required to describe causes and consequences in much greater detail, and fully explain their impact. Students develop their use of the PEE paragraph writing structure when describing and explaining causes and consequences. Students are required to analyse (compare and contrast) and evaluate (the importance of) causes and consequences in their writing, with full 16 mark questions (with overall judgements) being applied throughout the year.                                                                                                                                                                                                                                                                                                             |
| Sources                                      |    | In Year 7, students are introduced to the concept of a 'Primary Source'. Students are introduced to the concept of 'Say it, Prove it' when evaluating sources. Students are introduced to the concept of evaluating the utility of a source in relation to a particular enquiry. Students primarily focus on the link between the content of the Source itself and their own Knowledge. Comments on the Provenance are offered as Bright Sparks to the most able. Students develop their inference skills in isolation, and not related to source utility.                                                             | In Year 8, students continue to develop their understanding of 'Say it, Prove it' when evaluating sources. Students continue to evaluate the utility of a source in relation to a particular enquiry. Students do focus on the link between the content of the Source itself and their own Knowledge, but they equally need to make comments on the Provenance - these skills however are developed in isolation of one another, progressing from one to the next. Students continue to develop their skills of inference in isolation from source utility. Students develop their inference skills in isolation, and not related to source utility. In Year 8, Students are introduced to the workings of a historian, and how they follow-up enquiries through their use of primary sources. | In Year 9, students deepen their understanding of 'Say it, Prove it' when evaluating sources. Students continue to evaluate the utility of a source in relation to a particular enquiry. Students focus on the link between the content of the Source itself and their own Knowledge, but they also simultaneously make comments on the Provenance in order to develop a full evaluation of the utility of the source. Students develop their skills of inference in relation to the utility of the source. In Year 9, students deepen their understanding of the workings of a historian, and how they follow-up enquiries through their use of primary sources.                                                                                                                              |
| Interpretations                              |   | In Year 7, students are introduced to the concept of Interpretations (secondary sources). Students must be able to identify key arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must be able to apply knowledge to this interpretation in order to evaluate it. Students will be encouraged to explain why interpretations may differ through Bright Sparks challenges.                                                                                                     | In Year 8, students must be able to identify key arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must be able to apply relevant knowledge to this interpretation in order to evaluate it. Students must then begin to reach conclusions about interpretations based on their evaluations. Students will begin to explain the relationship between primary sources and historical interpretations, and how this explains why interpretations may differ.                                                                                                                                                                                             | In Year 9, students must be able to identify nuanced arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must reach judgements about interpretations based on their evaluations, and substantiate this throughout their writing. Students must be able to apply relevant and detailed knowledge to interpretations in order to evaluate them. Students must be able to make comparisons between interpretations, and explain which they feel is more valid/convincing. Students develop explanations regarding the relationship between primary sources and historical interpretations, and use this to explain clearly why interpretations may differ. |
| Significance                                 |  | In Year 7, students are introduced to the concept of significance with regards to historical figures and events. Students are able to define significance, based around the scale of influence, the longevity of the impact and whether or not something has unique qualities. Students begin to articulate significance through the use of the PEE paragraph writing structure, applying evidence and explanations based on the aforementioned criteria. Students may be given the opportunity to reach judgements based on comparisons between significant historical people and events through Bright Sparks tasks. | In Year 8, Students are reminded of the definition of significance, based around the scale of influence, the longevity of the impact and whether or not something has unique qualities. Students begin to clearly articulate significance through the use of the PEE paragraph writing structure, applying relevant, detailed evidence and developed explanations based on the aforementioned criteria. Students must reach judgements based on comparisons between significant historical people and events through Bright Sparks tasks. Students will be given the opportunity to make links between the significance of events (i.e. to explain the significance of one event in relation to another) through the use of Bright Sparks tasks.                                               | In Year 9, students must clearly articulate significance through the use of the PEE paragraph writing structure, applying relevant, detailed evidence and developed explanations based on the established criteria. Students must reach judgements based on comparisons between significant historical people and events through Bright Sparks tasks. Students must make links between the significance of events (i.e. to explain the significance of one event in relation to another).                                                                                                                                                                                                                                                                                                      |

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| Skill                                        | Logo                                                                                | Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 11                                                                                                                                                                                                                                                                            |
| Change and continuity                        |    | In Year 10, students should have a clear understanding of chronology in terms of the four key time periods from c1000-present. Students will identify and evidence in high levels of detail the changes and continuities across periods of time. Students should be able to explain why changes and continuities occurred, relating this explanation to factors of change, such as th government, monarchy or technology. Students must make comparisons and consider the relationship between causes, and how each has led to changes and continuities to varying degrees. This will be cemented through the consistent use of sustained judgements, which students will support with evaluation. Students continue to evidence and explain changes and continuities through the use of the PEE paragraph writing structure.                                                   | Students should be developing greater fluency in the application of all 5 key historical skills. They should be ensuring that they are constructing answers using the correct component parts and applying greater depth of explanation and detailed specific evidence to support. |
| Causation                                    |    | In Year 10, students are required to describe causes and consequences in much greater detail, and fully explain their impact. Students should have now cemented their use of the PEE paragraph writing structure when describing and explaining causes and consequences. Students are required to analyse (compare and contrast) and evaluate (the importance of) causes and consequences in their writing, using sustained judgements throughout extended written pieces to evaluate causation, and reiterating this in detailed conclusions.                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                    |
| Sources                                      |    | In Year 10, students embed further 'Say it, Prove it' when evaluating sources. Students must evaluate the utility of a source in relation to a particular enquiry. Students must create links between the content of the Source itself and their own detailed and specific own Knowledge. They must also make comments on the Provenance in order to develop a full evaluation of the utility of the source, using PANDA to assist with the deployment of this. Students must use their skills of inference in relation to the utility of the source. Further, they should deepen their understanding of the workings of a historian, and how they follow-up enquiries through their use of primary sources.                                                                                                                                                                    |                                                                                                                                                                                                                                                                                    |
| Interpretations                              |   | In Year 10, students must be able to identify nuanced arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must reach judgements about interpretations based on their evaluations, and substantiate this throughout their writing. Students must be able to apply relevant and detailed knowledge to interpretations in order to evaluate them. Students must be able to make comparisons between interpretations, and explain which they feel is more valid/convincing. Students must be able to explain the relationship between primary sources and historical interpretations, and use evidence to suggest how one supports the other. They must be able to articulate why some interpretations may differ, with supporting evidence. |                                                                                                                                                                                                                                                                                    |
| Significance                                 |  | In Year 10, students must clearly articulate significance through the use of the PEE paragraph writing structure, applying relevant, detailed evidence and developed explanations based on the established criteria. Students must reach judgements based on comparisons between significant historical people and events through. Students must make links between the significance of events (i. e. to explain the significance of one event in relation to another). Further, students should be able to explain, using evidence, the consequences of significant events by being able to connect events that have occurred across a period of time.                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |

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| Skill                                        | Logo                                                                                | Year 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Change and continuity                        |    | <p><b>The Tudors:</b> Students must be able to identify and evidence in high levels of detail the changes and continuities across the Tudor Dynasty, relating to themes such as government, religion and society. Students should be able to explain why changes and continuities occurred, assessing the greatest cause of change - be that influence of individuals or European politics. Students must develop analysis by making comparisons and consider the relationship between causes, and how each has led to changes and continuities to varying degrees. This will be cemented through the consistent use of sustained judgements, which students will support with evaluation. Students will develop the use of PEAL paragraph structure to evidence, explain and evaluate changes and continuities from 1485-1603. <b>The American Civil War</b> - students must be able to identify, criticise and evidence in high levels of detail the causes, consequences and significance of key events and/or individuals linked to the outbreak of the American Civil War. Students must develop analysis by making comparisons and consider the relationship between causes, events, consequences, changes and continuities, and how each has led to changes and continuities to varying degrees. This will be cemented through the consistent use of sustained judgements, which students will support with evaluation. Students will develop the use of PEAL paragraph structure to evidence, explain and evaluate the changing nature of America in the years c1845 to 1861.</p> | <p><b>The Tudors:</b> Students must be able to identify and evidence in high levels of detail the changes and continuities across the Tudor Dynasty, relating to themes such as government, religion and society. Students must be able to explain why changes and continuities occurred, assessing the greatest cause of change - be that influence of individuals or European politics. Students must deploy analysis by comparing and considering the relationship between causes, and how each has led to changes and continuities to varying degrees. This must be cemented through the consistent use of sustained judgements, with full evaluation of the factors under consideration. Students will develop the use of PEAL paragraph structure to evidence, explain and analyse changes and continuities from 1485-1603. <b>The American Civil War</b> - students must be able to identify, criticise and evidence in high levels of detail the causes, consequences and significance of key events and/or individuals linked to the outbreak of the American Civil War. Students must develop analysis by making comparisons and consider the relationship between causes, events, consequences, changes and continuities, and how each has led to changes and continuities to varying degrees. This will be cemented through the consistent use of sustained judgements, which students will support with evaluation. Students will develop the use of PEAL paragraph structure to evidence, explain and evaluate the changing nature of America in the years c1845 to 1861. <b>African-American Civil Rights NEA</b> - Students must be able to identify and evidence in high levels of detail the changes and continuities across the years 1890 to 1900, covering the main developments of the African-American Civil Rights movement, relating to themes such as black leadership, activism and support of the federal government. Students should be able to explain why changes and continuities occurred, assessing the greatest cause of change - be that influence of individuals or events such as World War I. Students must develop analysis by making comparisons and consider the relationship between causes, and how each has led to changes and continuities to varying degrees. This will be cemented through the consistent use of sustained judgements, which students will support with evaluation. Students will develop the use of PEAL paragraph structure to evidence, explain and evaluate changes and continuities from 1890 to 1900.</p> |
| Causation                                    |    | <p><b>The Tudors and the American Civil War:</b> Students are required to evidence causes and consequences in greater detail, and fully explain their impact. Students should develop their use of the PEAL paragraph writing structure when evidencing, explaining and analysing causes and consequences. Students are required to analyse (compare and contrast) and evaluate (the importance of) causes and consequences in their writing, using sustained judgements throughout extended written pieces to evaluate causation, and reiterating this in detailed conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>The Tudors and the American Civil War:</b> Students must evidence causes and consequences in great detail, and fully explain their impact. Students must have embedded their use of the PEAL paragraph writing structure when evidencing, explaining and analysing causes and consequences. Students must deploy clear analysis (compare and contrast) and evaluation (consider the importance of) causes and consequences in their writing, linked frequently back to a sustained judgements throughout extended written pieces to evaluate causation. Further, they must reiterate this in detailed conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Sources                                      |    | <p><b>The American Civil War:</b> Paper 2 introduces the use of primary sources of varying natures as part of the compulsory paper. Students are asked by the paper to evaluate the value of the sources, individually, in relation to the specific enquiry of the paper. Students will be taught on how to address the source's content for value, alongside each source's provenance and tone features for value. All of these aspects will be supported with deep, detailed contextual knowledge taught in the course. In Year 12, students will be gradually moving from one source, to two sources over time, before finishing the year completing three sources in an hour's exam, replicating the final exam at the end of Year 13.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>American Civil War:</b> Students continue to master the skills of Paper 2, focusing on the use of primary sources of varying natures as part of the compulsory paper. Students are asked by the paper to evaluate the value of the sources, individually, in relation to the specific enquiry of the paper. Students will be fluent on how to address the source's content for value, alongside each source's provenance and tone features for value. All of these aspects will be supported with deep, detailed contextual knowledge taught in the course. In Year 13, students will be expected at this stage to be completing full source questions covering three primary sources in an hour. <b>African-American Civil Rights NEA</b> - students will use their skills taught in the American Civil War to apply the same skills to a range of primary sources used for their coursework. This will cover a greater variety of natures, as well as a plethora of different authors, working towards a contributory score of up to 10 marks for their final coursework.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Interpretations                              |   | <p><b>The Tudors:</b> Students must be able to identify multiple nuanced arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must reach judgements about interpretations based on their evaluations. Students must be able to apply relevant and detailed knowledge to interpretations in order to evaluate them, suggesting why they are both convincing/valid or unconvincing/invalid.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>The Tudors:</b> Students must become fluent in identifying multiple nuanced arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must reach judgements about interpretations based on their evaluations. Students must be able to apply relevant and detailed knowledge to interpretations in order to evaluate them, suggesting why they are both convincing/valid or unconvincing/invalid. <b>African-American Civil Rights NEA</b> - students will use their skills taught in the Tudors to apply the same skills to a range of historical interpretations used for their coursework. This will cover a greater variety of views, as well as a plethora of different authors from different backgrounds and contexts, working towards a contributory score of up to 10 marks for their final coursework.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Significance                                 |  | <p><b>The Tudors:</b> Students must clearly articulate significance through the use of the PEAL paragraph writing structure, applying relevant, detailed evidence and developed explanations. Students must develop links between the significance of events by analysing the event in question, using limitations or linking to other factors. Students should create a judgements based on these comparisons between significant historical people and events and should sustain this judgement throughout their answer. <b>The American Civil War</b> - As with the Tudors, students must clearly articulate significance through the use of the PEAL paragraph writing structure, applying relevant, detailed evidence and developed explanations. Students must develop links between the significance of events by analysing the event in question, using limitations or linking to other factors. Students should create a judgements based on these comparisons between significant historical people and events and should sustain this judgement throughout their answer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>The Tudors:</b> Students must clearly articulate significance through the use of the PEAL paragraph writing structure, applying relevant, detailed evidence and developed explanations. Students must make links between the significance of events by analysing the event in question, using limitations or linking to other factors. Students must create a judgements based on these comparisons between significant historical people and events and should sustain this judgement throughout their answer. <b>The American Civil War</b> - as with The Tudors, students must clearly articulate significance through the use of the PEAL paragraph writing structure, applying relevant, detailed evidence and developed explanations. Students must develop links between the significance of events by analysing the event in question, using limitations or linking to other factors. Students should create a judgements based on these comparisons between significant historical people and events and should sustain this judgement throughout their answer. <b>African-American Civil Rights NEA</b> - Students must clearly articulate significance through the use of the PEAL paragraph writing structure, applying relevant, detailed evidence and developed explanations. Students must develop links between the significance of events by analysing the event in question, using limitations or linking to other factors. Students should create a judgements based on these comparisons between significant historical people and events and should sustain this judgement throughout their answer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |