

History Department ECC Curriculum Milestones

Year Group	Subject knowledge milestones (by curriculum emphasis)	Procedural knowledge milestones	
		Sources	Interpretations
7	<u>Church</u> <ul style="list-style-type: none"> Students understand that the “Church” is an institution as well as a building. Students know why the church was so important and can give examples of its role in society 	<ul style="list-style-type: none"> Students know what a source is. Students understand that historians use sources to find out about the past. Students can make an inference from a source Students are able to quote from a source Most students can identify provenance of a source 	<ul style="list-style-type: none"> Students know what an interpretation is. Students understand that historians use sources to write an interpretation. Students can identify the meaning of an interpretation by looking at language used
	<u>Power</u> <ul style="list-style-type: none"> Students understand the way that medieval society was structured and the power that the monarch had Students can give examples of the ways medieval monarchs kept control 		
	<u>Diversity</u> <ul style="list-style-type: none"> Students know why people have migrated to Britain Students can give example of the ways migrants have contributed to British culture. Students can compare Medieval Europe with other areas of the world such as the Abbasid Caliphate, or Mali under Mansa Musa. 		
8	<u>Church</u> <ul style="list-style-type: none"> Students know that the power of the church was challenged during the Reformation Students understand that from 1500s religious views in Britain (and Europe) were divided Students know that from 1700s the development of scientific knowledge led to a decline in the power of the church. 	<ul style="list-style-type: none"> All students understand what the provenance of a source is Students know what it means for a source to be reliable Students can suggest ways in which the provenance of a source can impact its reliability 	<ul style="list-style-type: none"> Students are able to support and challenge interpretations of history using their own knowledge Some students can make a judgement on whether they agree with an interpretation based on knowledge.
	<u>Power</u> <ul style="list-style-type: none"> Students know that from 1500s parliament grew in importance Students understand that Britain became a powerful force in the world through the British Empire Students can give examples of positive and negative uses of power during the period 1500-1900. 		
	<u>Diversity</u> <ul style="list-style-type: none"> Students know that exploration led to an increase in the diversity of Britain Students have knowledge of pre colonial Africa Students understand how slavery in USA impacted on society in USA and Britain and link this to present day Students can give examples of civil rights actions in Britain and USA. 		
9	<u>Church</u> <ul style="list-style-type: none"> Students understand that during the 20th century the church became a less important factor of change and that government and technology become more significant 	<ul style="list-style-type: none"> Students are able to use the content of a source to suggest reasons it may be 	<ul style="list-style-type: none"> Students are able to support and challenge an interpretation using sources

	<ul style="list-style-type: none"> Students know that the Holocaust was an act of extreme violence against Jewish people and can suggest ways that this should be remembered. 	<p>considered useful for historians</p> <ul style="list-style-type: none"> Students are able to use the provenance of a source, and its reliability, to suggest reasons it may be considered useful for historians Students are able to make a judgement on how useful a source is for historians 	<ul style="list-style-type: none"> Students are able to make a judgement on whether they agree with an interpretation based on sources and knowledge.
	<p><u>Power</u></p> <ul style="list-style-type: none"> Students know how countries competing for power led to world wars Students understand how women gained more political power in 20th century and can give examples of the impact of this Students understand the concept of dictatorship and can give differences between communism and capitalism 		
	<p><u>Diversity</u></p> <ul style="list-style-type: none"> Students know the importance of the role played by soldiers from the British Empire in both world wars Students know that the socio-economic disparity within society has become less acceptable since 1900 		
10	<p><u>Medicine Through Time</u></p> <ul style="list-style-type: none"> Students know the difference between the different time periods studied(in terms of factors of change) and understand the chronology of the course Students are able to give examples of ideas about the cause of disease, knowledge of anatomy, and attempts to treat or prevent disease for each time period studied Students know the importance of the Western Front during WW1 for the development of surgery. 	<ul style="list-style-type: none"> Students are able to assess the utility of two (or more sources) at once Students can make a clear supported judgement on the utility of sources using both content and provenance. 	<ul style="list-style-type: none"> Students are able to compare interpretations and describe ways in which they differ Students are able to suggest reasons for the difference in interpretations Students are able to make a clear and supported judgement on the validity of an interpretation using detailed knowledge and sources.
	<p><u>Weimar and Nazi Germany</u></p> <ul style="list-style-type: none"> Students know the impact of WW1 on Germany, how and why the Weimar Government was set up and can give examples of the problems they faced Students understand why the Nazis had little success in 1920s and can give examples of efforts made to help Germany recover Students know how Hitler came to power and can give examples of the impact Nazi rule had on groups within society 		
11	<p><u>Superpower Relations and the Cold War</u></p> <ul style="list-style-type: none"> Students know why tension developed between the superpowers after WW2 Students can give examples of events throughout the period that led to increased tension, and those that decreased tension Students know why the Cold War ended when it did and the role played by individuals 		

	<u>Henry VIII and his ministers</u> <ul style="list-style-type: none"> • Students know why the different ministers rose to power and can give examples of the reforms they introduced • Students understand the position of England within Europe at the time and how relations between the countries impacted on domestic policy • Students know why Henry VIII reformed the church and can give examples of the changes made 		
12	<u>Cold War in Asia</u> <ul style="list-style-type: none"> • Students can give examples of Western Policies in SE Asia after WW2 and understand the reasons for these • Students know the reasons for intervention in Korea and the impact of the Korean War • Students understand the developments in Indochina from 1945 to 1967 and can put these in historical context • Students know the reasons for increased US military intervention in Vietnam and Cambodia, and can assess the reasons behind US failure 	<ul style="list-style-type: none"> • Students can assess the support and challenge multiple sources offer an interpretation, using a provenance and a detailed knowledge of the historical context. • Students can use a variety of sources to support and challenge a historical argument, taking note of the provenance and typicality of the views expressed 	<ul style="list-style-type: none"> • Students can locate interpretations within the wider historical debate to assess their validity • Students are able to analyse the provenance of interpretations and use this to support or challenge the view given • Students can use multiple interpretations to support or challenge a wider historical argument
13	<u>Russia and its Rulers</u> <ul style="list-style-type: none"> • Students understand the differences in the nature of governments throughout the period • Students know the impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR • Students know Impact of war and revolution on the development of the Russian Empire and the USSR • Students have an understanding of Russia: Empire, nationalities and satellite states 		
	<u>The Later Tudors</u> <ul style="list-style-type: none"> • Students know the issues faced by England during the “Mid Tudor Crisis” and can assess their severity in relation to each other. • Students understand the religious position of Elizabeth I and the challenges faced by the Elizabethan government from Catholics and reformists • Students know how the Elizabethan government developed during the time period and can evaluate their success in dealing with challenges 		