



Core Concepts

History

Themes (these can be disciplinary/procedural or substantive/declarative)	Core concepts - How the theme is developed through the curriculum						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1. Application of Knowledge [S.P.I.E.S - Specific Dates, Places, Individuals, Events, Stats]	Pre-1066 - Romans	English Civil War	Hitler's Germany	Edexcel GCSE Paper 1 - Medicine in Britain, 1250 - Present	Edexcel GCSE Paper 2B - Anglo Saxon and Norman England, 1060 - 1088	AQA A-Level: The Tudors, 1485-1603 (Part 1)	AQA A-Level: The Tudors, 1485-1603 (Part 2)
	Norman Conquest	Industrial Revolution	Home Front	Edexcel GCSE Paper 2A - American West, c.1835 - 1895	Edexcel GCSE Paper 3 - Weimar and Nazi Germany, 1918-1939	AQA A-Level: Democracy and Nazism, 1918-45 (Part 1)	AQA A-Level: Democracy and Nazism, 1918-45 (Part 2)
	Medieval Political Changes e.g. Magna Carta, Peasants Revolt	British Empire	Holocaust			AQA A-Level: Component 3 (NEA)	
	Medieval Life Case Study: Black Death	World War One	Post War Britain and Civil Rights vs US				
	Changes to the Church under the Tudor Dynasty	Development of Superpowers	Cold War Case Study				
2. Application of Second Order Concepts [SOCs - Similarity, Difference, Cause, Consequence, Change and Continuity]	Students must be able to organise writing into PEEL paragraphs [Point, Evidence, Explain, Link]	Students must be able to apply the concepts of: similarity, difference, cause and consequence to an extended writing piece - using those words. Students will be able to determine/select the most appropriate concept.	Students must be able to apply the concepts of: similarity, difference, cause and consequence, change and continuity to an extended writing piece - using those words. Students will be able to determine/select the most appropriate concept.	Edexcel AO2: Students must be able to apply the concepts of: similarity, difference, cause and consequence, change and continuity to fully evaluate a chosen essay topic e.g. change over time, or causation. [8, 12 and 16 mark questions]	Edexcel AO2: Students must be able to apply the concepts of: similarity, difference, cause and consequence, change and continuity to fully evaluate a chosen essay topic e.g. change over time, or causation. [8, 12 and 16 mark questions]	AQA AO1: Students must be able to apply the concepts of: similarity, difference, cause and consequence, change and continuity to fully evaluate a chosen essay topic e.g. change over time, or causation. [25 mark questions]	AQA AO1: Students must be able to apply the concepts of: similarity, difference, cause and consequence, change and continuity to fully evaluate a chosen essay topic e.g. change over time, or causation. [25 mark questions]
	Students must be able to apply the concepts of: similarity and difference to an extended writing piece - using those words.	Students will be able to formulate an 'Explain why...' argument.	Students will be able to formulate an 'Explain why...' argument.				
			Students will be able to formulate an 'How far do you agree...' argument.				



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<p>3. Analysis of Sources to Show Historical Value/Utility [PANDA - Purpose, Author, Nature, Date, Audience]</p>	<p>Students must be able to evaluate the content of a source: by picking out key details, alluding to what these infer, and supporting/challenging with their own specific knowledge.</p>	<p>Students must be able to evaluate the content of a source: by picking out key details, alluding to what these infer, and supporting/challenging with their own specific knowledge.</p>	<p>Students must be able to evaluate the content of a source: by picking out key details, alluding to what these infer, and supporting/challenging with their own specific knowledge.</p>	<p>Edexcel AO3: Students must be able to analyse the utility of a source to a historical investigation by evaluating the: provenance, content, supporting context and limitations.</p>	<p>Edexcel AO3: Students must be able to analyse the utility of a source to a historical investigation by evaluating the: provenance, content, supporting context and limitations.</p>	<p>AQA AO2: Students must be able to analyse the utility of a source to a historical investigation by evaluating the: provenance, content, supporting context and limitations.</p>	<p>AQA AO2: Students must be able to analyse the utility of a source to a historical investigation by evaluating the: provenance, content, supporting context and limitations.</p>
<p>4. Evaluation of Historical Interpretations - What is different, why are they different and are they convincing?</p>	<p>Students must be able to evaluate what is different between two interpretations e.g. their different focuses.</p>	<p>Students must be able to evaluate what is different between two interpretations e.g. their different focuses.</p>	<p>Students must be able to evaluate what is different between two interpretations e.g. their different focuses.</p>	<p>Edexcel AO4: Students must be able to evaluate two opposing historical interpretations and support/challenge their accuracy using their own knowledge.</p>	<p>Edexcel AO4: Students must be able to evaluate two opposing historical interpretations and support/challenge their accuracy using their own knowledge.</p>	<p>AQA AO3: Students must be able to evaluate three differing historical interpretations and support/challenge their accuracy using their own knowledge to come to a clear judgement on how convincing they are.</p>	<p>AQA AO3: Students must be able to evaluate three differing historical interpretations and support/challenge their accuracy using their own knowledge to come to a clear judgement on how convincing they are.</p>
	<p>Students must be able to evaluate why two interpretations are different e.g. the different views of the author, the sources used to find their information.</p>	<p>Students must be able to evaluate why two interpretations are different e.g. the different views of the author, the sources used to find their information.</p>	<p>Students must be able to evaluate why two interpretations are different e.g. the different views of the author, the sources used to find their information.</p>				
		<p>Students must be able to use their own knowledge to support [agree] with an interpretation.</p>	<p>Students must be able to use their own knowledge to support [agree] with an interpretation.</p>				
			<p>Students must be able to use their own knowledge to challenge [disagree] an interpretation of an established historian.</p>				