**History**

Curriculum Statement



**Intent**

History is an integral part of the school curriculum and aims to broaden the pupils’ analytical skills as well as educate them on world affairs. The skills they learn in History will help to guide them through adult life as they will hopefully become broadminded and able to discuss situations from a variety of viewpoints.

Throughout their time at Rosewood, pupils, will study both the History of Britain and the Wider World. This will enable them to appreciate their ancestry as individuals and a clear understanding of how they have originated. It will allow them to understand why the world is as it is today and how we all impact on history in the future.

As pupils progress in History they should gain confidence in expressing their opinions, both in writing and in debate. They will also become active listeners and able to see and understand a variety of opinions.

•To encourage all students to engage in the History curriculum

•To promote enjoyment of learning through a combination of project studies, debate and investigation

•To promote confident expression of opinion, as well as listening to the opinions of others

•To develop the ability to evaluate sources and extract relevant information allowing the pupils to form an individual opinion

•To be able to understand how sources can be shown in a variety of media, including mathematical data

•To understand chronology and the sequencing of events

•To understand the importance of History in current affairs

**Implementation**

Due to the nature of our school, many pupils have suffered negative experiences of education and significant periods of time out of school. Some pupils have done little or no History when joining us, to combat this we start with the very basic skills of chorology. Pupils tend to have limited literacy skills when joining Rosewood; to overcome this challenge work is appropraitly adapted and differentiated to meet individual needs.

We subscribe to online packages, which pupils can also access at home, these contain similar content to what is taught in school so can be used to further education. Pupils are also informed of books and documentaries to study at home to deepen the knowledge.

Pupils will be invited to attend a variety of History trips whilst at Rosewood. This is not only to deepen understanding of the subject but also to increase enjoyment and encourage them to develop their own natural love of History.

Our aim is to ensure pupils have a good level of analytical skills when they leave Rosewood. The aim is that this will support pupils to make positive, well thought out decisions throughout their time at Rosewood and throughout the rest of their lives.

History works closely with the English department to improve literacy skills. Literacy is integral to History and is a fantastic way of developing these skills, especially for pupils you don’t enjoy traditional English lessons

We strive to ensure pupils have access to the full History curriculum from KS2 in order to fully prepare them for the challenges of their GCSE studies, affording them with the prospects of achieving in line with their mainstream peers.

Where possible we stream classes to ensure pupils are in a class with pupils of a similar ability, allowing greater differentiation across a year group.

We use self-assessment and peer assessment alongside traditional methods in order to give pupils ownership over their learning and opportunities to lead their own progress where appropriate.

We employ a variety of teaching styles and techniques to individualised learning and ensure that all pupils work towards their targets – including those set in PEP meetings and their predicted GCSE grades.

**Impact**

Through the use of the above methods, pupils learn to enjoy History and the challenges it provides. We encourage the mind-set that there is no such thing as a wrong answer, so long as it is well backed up by a variety of evidence and explanation. This encourages pupils to not only realise they have to analyse before making a firm opinion on a subject but also that they can change their mind on a subject if the evidence does not support their hypothesis. This will not only help in their GCSE History but also in their everyday life.

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| Year 7 - Autumn | | | | | | |  |  | | | | |  |  | |  | | |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | | | Week 12 | | Remainder of term |
| **1066**  What is chronology?  Timeline from 1066 to 1558.  The story of Britain up to 1066.  Before 1066: Anglo-Saxon England.  Who will be the next King of England?  Round 1: the Battle of Stamford Bridge.  Weapons and battle tactics.  The Battle of Hastings. How did King Harold die? | | | | | | | **The Norman Conquest**  The conquest of England.  William the castle builder.  The Domesday Book.  The feudal system.  How did life change under the Normans? | | | | | | | | | | How religious were people in the Middle Ages?  History assessment. |
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| Spring |  |  | |  |  |  |  | |  |  |  |  | | |  | |  |
| Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | | | Week 12 | | Remainder of term |
| **Life in the Middle Ages**  How did castles develop?  Who’s who in a castle?  The siege of Rochester Castle.  What was life like in a medieval village?  What was life like in a medieval town?  Matilda the forgotten queen. | | | | | | | **Power in the Middle Ages**  Crown vs Church  King John: Magna Carta.  Where did our Parliament come from?  Why were people so angry in 1381?  Power to the people.  Keeping law and order.  Trial and punishment. | | | | | | | | | | Medieval sports and games, language, food.  Health and medicine.  History assessment. |
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| Summer |  |  | |  |  |  |  | |  |  |  |  | | |  | |  |
| Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | Week 6 | Week 7 | | Week 8 | Week 9 | Week 10 | Week 11 | | | Week 12 | | Remainder of term |
| **England at war**  England and its neighbours: Wales, Scotland, Ireland, France.  Joan of Arc.  What were the War of the Roses?  The Princess in the Tower. | | | | | | | **Here come the Tudors**  Was King Henry VII a gangster?  Young King Henry VIII.  Henry VIII his first wife and his big problem.  What did Protestants protest about?  Who would want to marry King Henry VIII? Edward VI. | | | | | | | | | | Medieval Britain: what changed?  History assessment. |
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| Year 8 - Autumn |  |  |  |  |  |  |  |  |  |  |  |  | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| **Queen Elizabeth**  What was Britain like in 1558?  Young Elizabeth.  Queen Elizabeth’s ‘middle way.’  Why did Queen Elizabeth kill her cousin?  England versus Spain.  Britain begins to build an empire.  What did Queen Elizabeth look like? | | | | | | **The Stuarts**  King James I.  The Gunpowder Plot.  Which witch is which?  Why do Americans speak English? | | | | | | Life in Tudor times  History assessment |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| **From Civil War to Commonwealth**  Why did the English start fighting each other?  Roundheads versus Cavaliers.  The New Model Army.  Why was King Charles I sentenced to death?  Cromwell.  The monarchy returns. | | | | | | **The Restoration: the Merry Monarch**  Who was the Merry Monarch?  How deadly was the Great Plague?  The Great Fire of London.  London: a city reborn.  **The Georgians**  The glorious Revolution.  From Stuarts to Georgians.  The Battle of Culloden 1746.  From Tudor to Georgian time: what changed? | | | | | | Terrible towns  History assessment |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| **The Industrial Revolution**  From homeworkers to factory workers.  How did factories create towns?  How were factory conditions improved?  The new Age of Iron.  From roads to canals to railways.  An age of invention.  So what was the Industrial Revolution? | | | | | | **From Tudor to Victorian Britain: what changed?**  1848: How close was a British Revolution?  Was this an age of improvement for women?  What were Victorian schools like?  A healthier nation?  How did people have fun during Victorian times?  The high street.  The Great Hunger.  What was Britain like by 1901? | | | | | | The Slave Trade  Britain versus France  History assessment |
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| Year 9 - Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| **A new century**  Britain and the world in 1901.  Tackling poverty and public health.  Who or what was to blame for the Titanic disaster?  Who were the suffragettes? | | | | | | **The First World War**  Why did the First World War start?  The First World War: an overview.  Weapons of war.  Why was Henry Farr killed?  How did First World War change medicine?  Soldiers of Empire.  What was it like on the home front?  How did countries try to avoid any more wars? | | | | | | How did Poppy Day start?  Between the wars.  History assessment |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| **Power in the early twentieth century**  Democracy and dictatorship.  Two types of dictatorship.  What was Germany like in the 1920s?  Why did Hitler become so popular?  What was life like in Nazi Germany?  Why was there another world war? | | | | | | **The Second World War**  The Second World War: an overview.  How should we remember Dunkirk?  Who were ‘the few?’  Soldiers of the Empire.  Evacuation.  The home front.  How the Second World War changed medicine.  Why is Sir Arthur Harris such a controversial figure?  The journey to the ‘Final Solution.’ | | | | | | The post-war world  History assessment |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| **From Empire to Commonwealth**  The decline of the British Empire.  Independence for India.  Independence in Africa.  Why did people migrate to Britain after the war?  Why should we remember the Empire Windrush?  Multicultural Britain. | | | | | | **Into the modern world**  The fifties up to the twenty-tens.  What is ‘terrorism?’  **The modern world: what has changed?**  How has Britain changed between 1901 and the present day? | | | | | | History assessment |
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| Autumn |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| * The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament. * The impact of the worldwide economic depression. * Tension in Europe in the 1930s, including the failure of the League of Nations | | | | | | | | | | | | | * Actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies, including conferences at Yalta and Potsdam. * The division of Germany; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and Airlift. * Development of NATO and the Warsaw Pact. * The building of the Berlin Wall 1961 and its effects on international relations. | | | | | | | | | | |
| Spring |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| * The Cuban Missile Crisis 1962. Origins of US involvement in Vietnam 1954-65. * The Vietnam War: US tactics and their consequences; Vietcong tactics and their consequences. * US withdrawal from Vietnam including opposition in the USA to the war. * The end of the war and its impact on international relations. | | | | | | | | | | | | | * Strengths and weaknesses of the Weimar Republic 1925–1928, including Nazi policies in the 1920s and the position of the party in 1928 * The impact of the Depression on different groups in Germany; the political, social and economic crisis of 1929–1933 * Rising support for Nazis 1929–1933 * The Nazi consolidation of power 1933–1934, including the Reichstag Fire, * The suspension of the Weimar constitution and the Enabling Act, * The elections of March 1933, the takeover of/or collaboration with key institutions (particularly the army), * The elimination of opposition (including trade unions, opposition parties and the SA). | | | | | | | | | | |
| Summer |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| * Elements of the Nazi terror state, including the SA, SS, Gestapo, SD, courts and police; * Nazi use of culture and propaganda; personal popularity of Hitler; * attempts to create a National Community; * economic policies of Nazi regime and their effects on sections of German society (winners and losers) * Nazi social policies, including policies on women and youth; * the lack of effective opposition to the regime; * persecution of Jews and other groups, including Roma, Jehovah’s Witnesses and homosexuals; * eugenics policies | | | | | | | | | | | | | * Initial reaction to outbreak of war; * changing fortunes of Germany in the war (initial gains and colonisation in East); * growing impact of war, including bombing; * extent of support for war effort; * opposition during war; * escalation of racial persecution leading to the Final Solution; * defeat and occupation; * Allied policy of de-Nazification (methods and impact); * the differing experiences of people in East and West Germany 1945–1955 | | | | | | | | | | |

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| Year 11 | |  | |  | |  | |  | |  | |  | | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| * Viking raids on Anglo-Saxon England 790–1066: impact of the raids; responses to the raids. * The Norman Conquest: English resistance; the establishment of Norman control under William I; the establishment of the * Feudal system; the extent of the impact of the changes introduced by the Normans on different levels of society. Feudal society c.1100–1215: feudal relationship between monarchs and barons; breakdowns in the relationship under Stephen 1135– 1154 and John 1214–1216. * Significance of war in medieval society c.1290–c.1450: changing nature of war and its effects; development and adaptation of feudal service; financial cost of war; impact on populations where armies fought or were stationed. * Elizabeth I’s wars with Spain in Europe and in the new world, their impact on the prestige and power of the monarch and relations with Parliament; the actions of English privateers, including their impact on the security, economy and the people of England. * Warfare on the English-Scottish borders and its impact on border society c.1500–c.1600. | | | | | | | | | | | | | * The Civil Wars of 1642–1651 in England, Scotland and Ireland: the nature of these wars; their impact on the people of England, Scotland and Ireland. The * Jacobite Wars 1715 and 1745: the impact on Scotland of the repression of the Jacobites. * Imperial wars in the 18th and early 19th centuries: gains made in Seven Years War (1756–1763) and their effects on Britain. * Wars against Revolutionary / Napoleonic France and subsequent effects on British society and politics * Imperial conflicts in the second half of the 19th century: effects of the Crimean War; Boer Wars 1880–1881 and 1899–1902. * The First and Second World Wars: the beginnings of ‘total war’, including the impact on people’s lives, increased state power and the changing relationship between the state and the people. * Post-1945 conflicts - impacts and popular responses: Cold War and Britain in the 1950s and 1960s; IRA campaigns 1969–1994; the Iraq War 2003; terrorist threats and counter measures post-2003. | | | | | | | | | | |
| Spring |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| * The strategic location of Kenilworth Castle. * The specific geographical location of Kenilworth Castle. * The specific physical location of Kenilworth Castle. * The evidence used by historians, e.g. maps from medieval to modern times, drawings in local histories. * Key features of the castle e.g. motte and bailey layouts, stone towers, defences, great hall, causeway. * When and why these features were installed or removed, including the slighting. * What these changes reveal about the history of the country at the time. * The evidence used by historians e.g. contracts, architect plans, contemporary drawings, aerial photographs. | | | | | | | | | | | | | * Kenilworth Castle as means of conquest, particularly in the Norman period. * Kenilworth Castle as means of baronial and or royal power. * Kenilworth Castle as centre of administration, justice etc. * Kenilworth Castle as a dwelling place. * The evidence used by historians, e.g. royal licenses, newspaper articles. * The lives of the castle owners e.g. the De Clintons, de Montfort, Lancaster, John of Gaunt, Tudors, Dudleys, Stuarts, Hydes. * The people who made the castle function e.g. blacksmiths, cooks etc. * The evidence used by historians e.g. bills and accounts, inventories * Connections to events including: baronial and other rebellions, border warfare, civil war sieges. | | | | | | | | | | |
| Summer |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| Exam Preparation | | | | | | | | | | | | | Mock Exams  Revision  Case Studies | | | | | | | | | | |