**History**

Curriculum Statement



**Intent**

History is a crucial element of Rosewood’s curriculum; the subject aims to provide essential skills which are transferrable to every aspect of the school and further life. By inspiring students to think analytically and critically, they will be able to question independently and establish their own developed opinions.

By engaging with the History curriculum, students will not only gain knowledge by exploring a range of the historical topics within Britain and the Wider World but be able to express their personal opinions confidently via debate and in writing. A strong aim of History is to advance on individual pupils’ opinions on how the world has changed and developed. The skills learnt in History will help to guide our pupils through adult life as they will hopefully become openminded and be able to discuss situations from a variety of viewpoints.

History teaches the significance of questioning the provenance of information, the importance of being able to reiterate information into a coherent argument. History is vital to the backgrounds of the students at Rosewood as it teaches empathy, tolerance and understanding. By highlighting the chronology of events, students will be able to develop their own understanding why the world is as it is today and how we can all impact the future by recognising patterns in history.

Throughout student’s time at Rosewood, they will study both the History of Britain and the Wider World. This will enable them to appreciate their ancestry as individuals and provide a clear understanding of their origin.

Topics within the History curriculum carefully lend themselves to others in order to create a clear overview of History. The topics within KS3 curriculum have been carefully selected to support our chosen GCSE topics within Year 10 and 11 to provide a level of foundation and familiarity allowing for expansions within our students’ knowledge.

* To promote the enjoyment of learning through a combination of educational visits, debates and investigation.
* To encourage expression of opinion and listening to others in order to discuss opinions respectfully.
* To develop the ability to evaluate and analyse interpretations and extract relevant information.
* To understand how sources can be shown in various forms.
* To have a clear understanding of chronology and sequence of events.

**Implementation**

Our students often join us at Rosewood with limited historical knowledge due to turbulent educational experiences, often disturbing their attendance. To combat this, in Year 7, we begin with the fundamental skill of chronology and continue to teach our curriculum in chronological order to convey the importance. This is embedded throughout our KS2 curriculum too, following the timeline from the Romans to the Norman Conquest, securing the students mental timeline and understanding. Due to our KS2 curriculum being on a two year rolling plan, we believe it is important for our students to not jump periods of history, hence the implementation of Anglo-Saxons prior 1066.

Pupils who join our cohort tend to have limited literacy skills; to overcome this, work is appropriately differentiated to meet individual levels and needs alongside one to one support for those who thrive from it. English is an integral part of History and it is an alternative method to developing literacy skills in an unconventional way, especially for the pupils who feel intimidated by traditional English lessons. History and PSHE collaborate on specific relevant events throughout the school year (Black History Month, Women’s History Month) to implement the awareness of History being significant within current affairs.

Time is invested into ensuring relevant homework is set in regulation with the school’s homework rota to every group. These homework tasks range from artistic and creative to research and memory allowing every student to show their full potential, no matter their interests and talents.

History allows for alternative and memorable ways of teaching, debates and discussions are encouraged alongside the traditional, essay writing tasks. This makes each lesson engaging for our students as the activities change alongside the content.

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.

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

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.

**SMSC Links**:

Social

Moral

Spiritual

Cultural

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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 | | |
| **Pre-1066 - 1066**  **Anglo-Saxons**  What is chronology?  Timeline from 1066 to 1558.  The story of Britain up to 1066; Bronze Age and Iron Age.  Before 1066: Anglo-Saxon England.  **The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.**  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? | | | | | | | **1066 - 1086**  **The Norman Conquest**  The conquest of England.  William the castle builder.  Castle features  How did castles develop?  **The development of Church, State and Society in Medieval Britain, 1066 – 1509.**  The Domesday Book.  The feudal system.  How did life change under the Normans? | | | | | | | | |
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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 | | |
| **CONTEXT**  **Life in the Middle Ages**  Religious beliefs.  What was life like in a medieval village?  What was life like in a medieval town?  Could you have fun in the Middle Ages?  **The development of Church, State and Society in Medieval Britain, 1066 – 1509.**  Has football changed much since the Middle Ages?  The story of the English language.  Enough about history: what about *her*story | | | | | | | **1154 - 1381**  **Power in the Middle Ages**  Crown vs Church: Murder in cathedral, Thomas Becket  King John: Magna Carta.  The siege of the Rochester Castle.  Where did our Parliament come from?  **The development of Church, State and Society in Medieval Britain, 1066 – 1509.**  Why were peasants so angry in 1381?  Power to the people.  Keeping law and order.  Trial and punishment. | | | | | | | | |
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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 | | |
| **1412 – 1485**  **England at war**  England and its neighbours: Wales, Scotland, Ireland, France.  Joan of Arc.  Choose your weapons!  **The development of Church, State and Society in Medieval Britain, 1066 – 1509.**  What were the War of the Roses? | | | | | | | **1485 – 1558**  **Here come the Tudors**  Was King Henry VII a gangster?  Young King Henry VIII.  Henry VIII his first wife and his big problem.  **The development of Church, State and Society in Medieval Britain, 1509 – 1745.**  What did Protestants protest about?  Who would want to marry King Henry VIII? Edward VI.  How bloody was Bloody Mary? | | | | | | | | |
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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 |
| **1558 - 1602**  **Queen Elizabeth**  What was Britain like in 1558?  Young Elizabeth.  Queen Elizabeth’s ‘middle way.’  **The development of Church, State and Society in Medieval Britain, 1509 – 1745.**  Why did Queen Elizabeth kill her cousin?  England versus Spain.  Britain begins to build an empire.  What did Queen Elizabeth look like? | | | | | | **1603 – 1605**  **The Stuarts**  King James I.  The Gunpowder Plot.  Which witch is which?  **The development of Church, State and Society in Medieval Britain, 1509 – 1745.**  Why do Americans speak English? | | | | | |
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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 |
| **1642 - 1659**  **From Civil War to Commonwealth**  Why did the English start to fight each other?  Roundheads versus Cavaliers.  The New Model Army.  Why was King Charles I sentenced to death?  **The development of Church, State and Society in Medieval Britain, 1509 – 1745.**  Cromwell.  The monarchy returns. | | | | | | **1660 - 1680**  **The Restoration: the Merry Monarch**  Who was the Merry Monarch?  How deadly was the Great Plague?  The Great Fire of London.  **The development of Church, State and Society in Medieval Britain, 1509 – 1745.**  London: a city reborn. | | | | | |
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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 |
| **1685 – 1746**  **The development of Church, State and Society in Medieval Britain, 1509 – 1745.**  **The Georgians**  The Glorious Revolution.  From Stuarts to Georgians.  The Battle of Culloden 1746.  **Ideas, political power, industry and empire: Britain, 1745 – 1901.**  From Tudor to Georgian time. | | | | | | **Late 1700s to early 1800s**  **The Industrial Revolution**  From homeworkers to factory workers.  How did factories create towns?  How were factory conditions improved?  **Ideas, political power, industry and empire: Britain, 1745 – 1901.**  The new Age of Iron.  From roads to canals to railways.  An age of invention.  So what was the Industrial Revolution? | | | | | |
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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 | |
| **1750 – Present Day**  **Black Country History Museum**  **A local History Study**   * Trip/excursion   West Africa – West Midlands – East India  **Ideas, political power, industry and empire: Britain, 1745 – 1901.**  Impact of Industrialisation in the Black Country and overall world impact.  Slave trade – what was the slave trade? Why was slavery abolished?  Colonialism.  Industrialism. | | | | | | | | | | | | | | | | | | | | | |
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| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | Week 6 | | | Week 7 | | Week 8 | | Week 9 | | Week 10 | | Week 11 | | Week 12 | |
| **1901 – 1928**  **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?  **Challenges for Britain, Europe and the wider world 1901 to the present day.**  Did Emily Davidson mean to kill herself? | | | | | | | | | | **1914 - 1918**  **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?  **Challenges for Britain, Europe and the wider world 1901 to the present day.**  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? | | | | | | | | | | | |
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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 | |
| **1919 – 1939**  **Power in the early twentieth century**  **One study of significant society or issue in world history and its interconnections with other world developments.**  Democracy and dictatorship.  Two types of dictatorship.  What was Germany like in the 1920s?  What was USA like in the 1920s?  Herbert Hoover and the Great Depression.  **Challenges for Britain, Europe and the wider world 1901 to the present day.**  Why did Hitler become so popular?  What was life like in Nazi Germany?  Why was there another world war? | | | | | | | | | | **1939 – 1945**  **The Second World War**  The Second World War: an overview.  How should we remember Dunkirk?  Who were ‘the few?’  Soldiers of the Empire.  Evacuation.  **Challenges for Britain, Europe and the wider world 1901 to the present day.**  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.’ | | | | | | | | | | | |

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| Year 10 | |  | |  | |  | |  | |  | |  | | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| GCSE Topic: Medicine through time  **Medicine in medieval England; c1250 – 1500.**   * Supernatural, Hippocrates and Galen. * Bloodletting and purging. * Medieval medics (surgeons – skilled and barber, physician and apothecary). * The Black Death.   **The Medical Renaissance in England; c1500 – 1700.**   * Key figures: Thomas Sydenham, Andreas Vesalius, William Harvey. * The Printing Press and the Royal Society. * The Great Plague in London (1665).   **Medicine in 18th and 19th Century Britain; c1700 – 1900.**   * Louis Pasteur, Robert Koch and the Germ Theory. * Florence Nightingale. * Anaesthetic and antiseptics. * Edward Jenner, smallpox and vaccinations. * The Public Health Act, 1875. * The significance of John Snow in the fighting of cholera in London (1854). | | | | | | | | | | | | | GCSE Topic: Medicine through time  **Modern Medicine in Britain; c1900 – present.**   * Genetics and DNA. * Lifestyle and health. * Diagnosis; X-Rays, CT Scans, blood tests. * Alexander Fleming (penicillin). * NHS * Preventing disease. * The fight against lung cancer in the 21st Century.   **The British Sector of the Western Front, 1914 – 1918.**   * The key battles and trenches. * Transport and communications. * Medical problems. * The chain of evacuation. * Discoveries (amputation, would excision, the Carrel-Dakin method, The Thomas Splint, X-Rays, brain and plastic surgery).   **REVISION AND ASSESSMENT** | | | | | | | | | | |
| Spring |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| GCSE Topic: Anglo-Saxon and Norman England.  **Anglo-Saxon England and the Norman Conquest; 1060 – 1066.**   * Anglo-Saxon Society, Economy and Monarchy. * Influence of the Church. * The house of Godwin. * Harold’s embassy to Normandy. * Rising against Earl Tostig. * Harold Godwinson’s coronation. * Battles and their significance (Gate Fulford, Stamford Bridge, Hastings) * William’s Victory.   **William I in power: Securing the Kingdom, 1066 – 1087.**   * The submission of the earls. * Castles. * The revolt of Edwin and Morcar, 1068. * Edgar the Aethling and the rebellions in the North, 1069. * Harrying of the North, 1069 – 1070. * Changes in landownership. * William I | | | | | | | | | | | | | GCSE Topic: Anglo-Saxon and Norman England  **Norman England; 1066 – 1088**   * The Feudal System and the Norman Government. * Church of England. * The Domesday Book. * Norman aristocracy. * Bishop Odo. * William I and his sons. * William’s death.   **REVISION AND ASSESSMENT** | | | | | | | | | | |
| Summer |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| GCSE Topic: Weimar and Nazi Germany.  **The Weimar Republic, 1918 – 1929.**   * The First World War. * The Treaty of Versailles. * Setting up the Weimar Republic and the challenges. * Kapp Putsch. * Inflation and hyperinflation. * Stresemann’s strategy for economic recovery. * Dawes Plan 1924 vs. Young Plan 1929. * Changes for women in the Weimar Republic. * Cultural changes. | | | | | | | | | | | | | GCSE Topic: Weimar and Nazi Germany.  **Hitler’s rise to power; 1919 – 1933.**   * Hitler’s early career. * Nazi Party and how it ran. * Munich Putsch and the consequences. * The Bamberg Conference of 1926. * Great Depression. * Unemployment. * Support for the Nazi Party. * How Hitler became chancellor. | | | | | | | | | | |

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| Year 11 | |  | |  | |  | |  | |  | |  | | |  | |  |  | |  | |  |  |
| Autumn |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| GCSE Topic: Weimar and Nazi Germany  **Nazi control and dictatorship; 1933 – 1939.**   * The Reichstag Fire. * The Night of the Long Knives. * Concentration camps. * Controlling the legal system. * Goebbels and propaganda. * Opposition form the churches and the young.   **Life in Nazi Germany; 1933 – 1939.**   * The aims of Nazi policies concerning the young. * The league of German Maidens, similarities and differences to Hitler Youth. * Nazi Education. * Employment, policies to reduce unemployment. * Living standards. * Persecution of minorities. * Kristallnacht.   **REVISION AND ASSESSMENT** | | | | | | | | | | | | | GCSE Topic: Superpower relations and the Cold War.  **The origins of the Cold War; 1941 – 1958.**   * Leaders and nations. * The Grand Alliance. * Tehran, Yalta and Potsdam conferences. * US – Soviet relations. * Truman Doctrine and the Marshall Plan. * 1948 Berlin Crisis. * Formation of West and East Germany. * Significance of the arms race. * Events of 1956 (the Hungarian Uprising, Khrushchev’s response).   **Cold War crisis; 1958 – 1970.**   * Khrushchev’s Berlin Ultimatum. * The Summit meetings of 1959 – 1961. * The Berlin Wall. * The Cuban Revolution, ‘Bay of Pigs’. * Cuban Missile Crisis. * Opposition in Czechoslovakia to Soviet control. | | | | | | | | | | |
| Spring |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| GCSE Topic: Superpower relations and the Cold War.  **The end of the Cold War; 1970 – 1991.**   * Détente. * SALT 1 & 2. * The Helsinki Accords, 1975. * The Soviet invasion of Afghanistan, 1979. * Olympic boycotts. * Ronald Reagan polices and strategic defence initiative. * Gorbachev’s new thinking. * End of the Warsaw Pact. * Fall of the Berlin Wall.   **REVISION AND ASSESSMENT** | | | | | | | | | | | | | **REVISION AND EXAM PREPARATION** | | | | | | | | | | |
| Summer |  | |  | |  | |  | |  | |  | | |  | |  | | |  |  |  | |  |
| **REVISION AND EXAM PREPARATION** | | | | | | | | | | | | | **REVISION AND EXAM PREPARATION** | | | | | | | | | | |