

Roundwood Park School



History

The purpose of our history curriculum is to develop students' sense of identity, for them to understand how and why the world and society has changed. Each year group will achieve this by studying three key themes; conflict and co-operation, power & democracy and everyday lives.

Throughout the curriculum students will develop an understanding of each topic's chronology and be able to identify and explain some of the key events & individuals from that time period. As students' progress from Yr 7 to 9 their learning will be linked to their previous studies of that module and they will have the opportunity to make links and connections across the time periods e.g. being able to explain change and continuity in conflict, power and democracy and everyday lives from medieval to modern times.

By the end of key stage 3 students will finish history with a broad knowledge of both local, national and worldwide events of historical significance and have developed a world view that will provide a foundation not just for their historical study but also for their wider lives. They will have the opportunity to widen and enrich their studies with the department's super curriculum and extracurricular activities such as residential trips and competitions.

With regards to key skills the curriculum will allow students to analyse why historical events occur and their order of importance. Students will be able to identify, explain and analyse the trends of historical change and continuity over time. They will be able to evaluate why history has been interpreted differently as well forming judgements about historical questions and supporting them with evidence. Students will also be able to analyse historical sources referring to their usefulness, nature, origin and purpose. Through the department's metacognition and interleaved retrieval work students will also develop the ability to improve their subject knowledge recall and embed this into their long-term memory.

The department also explicitly teaches key literacy skills needed for success in this subject, encourages students to use subject specific, technical and academic vocabulary well as well as prioritises and celebrates reading.

Year / term	Unit of work	Core Knowledge Year 7
YEAR 7 AUTUMN TERM 1	Conflict and cooperation during medieval times focusing on the Battle of Hastings and how William gained control of Anglo-Saxon England using Castles, the Domesday Book and Feudal system.	Who should be King in 1066? Why was the Battle of Hastings a turning point? How did William use violence to secure control of England? How did the Domesday book & Feudal System help William secure control? How far did William use conflict and co –operation to get control? Assessment 1: Analysing why William won the battle of Hastings
YEAR 7 AUTUMN TERM 2	Power & democracy during medieval times focusing on the role of medieval monarchs and examples of successful and unsuccessful rulers, the challenges monarchs faced and how relationships between monarch and barons and ordinary people evolved over time	How far did Stephen threaten Matilda’s power? How far did the church threaten Henry II’s power? How far did the barons threaten John’s power? How far did the Magna Carta threaten John’s power? How far did parliament threaten Henry III’s power? How far did the peasants threaten Richard II’s power? Assessment 2: Analysing different interpretations of King John
YEAR 7 SPRING TERM 1	Everyday lives during medieval times focusing on life in a medieval village and town, being a medieval woman and Jew as well as crime and punishment and medieval medicine	Would you like to live in a medieval village? Would you like to live in a medieval town? Would you like to be a woman in medieval times? Assessment 3: Analysing change & continuity during medieval times
YEAR 7 SPRING TERM 2	Everyday lives during medieval times focusing on life in a medieval village and town, being a medieval woman and Jew as well as crime and punishment and medieval medicine	Would you like to be a Jew in medieval times? Would you like to be a criminal in medieval times? Would you like to be ill in medieval times? Would you like to catch the black death in medieval times? Assessment 4: Analysing the usefulness of historical sources
YEAR 7 SUMMER TERM 1	History mystery focusing on the murder of the princes in the tower	What was the War of the Roses? What happened at the Battle of St Albans? Did Richard III kill the princes in the tower? Assessment 5: Recall test to help revision for exam
YEAR 7 SUMMER TERM 2	Personal history project in which students enhance their research skills to study a historical period/question that is of interest to them.	Students spend these lessons planning and researching an extended project which they will then present to the class. Assessment 6: End of year exam

Year / term	Unit of work	Core Knowledge Year 8
YEAR 8 AUTUMN TERM 1	Conflict and cooperation during Tudor, Stuart and Industrial times focusing on the English Reformation, Spanish Armada, Gunpowder plot, English Civil war and Napoleonic wars.	Why did Henry VIII argue with the Pope? Was Henry Catholic or Protestant? Did Mary 1 st deserve the title bloody? What was Elizabeth's religious settlement? Why did Elizabeth fall out with Mary, Queen of Scots? Why did Spain send the Spanish Armada? How serious a threat was the Spanish Armada? Why did Catholics try to blow up James 1 st ? Were the Catholics framed? What caused the English Civil War? What were the key English Civil war battles? Why did England fight in the Napoleonic war? Assessment 1: Analysing the usefulness of historical sources
YEAR 8 AUTUMN TERM 2	Power & democracy during Tudor, Stuart and Industrial times focusing on the power struggle between the monarchy and parliament, the struggle for male and female suffrage as well as Black American civil rights	Monarchy power over time What was wrong with democracy in the 1820s? How did men try to get democracy? How did women try to get democracy? Who was to blame for the slave trade? Assessment 2: Analysing how significant the suffragettes were in helping women get the vote in 1918.
YEAR 8 SPRING TERM 1	Power & democracy during Tudor, Stuart and Industrial times focusing on the power struggle between the monarchy and parliament, the struggle for male and female suffrage as well as Black American civil rights	What was the middle passage? What was life like on the plantation? How did slaves resist? Why did slavery end in GB? How did Black Americans fight for civil rights in the USA? To what extent was Emmett Till's murder a turning point? How significant was Rosa Parks? Assessment 3: Analysing change & continuity in Black American civil rights
YEAR 8 SPRING TERM 2	Everyday lives during Tudor, Stuart and Industrial times focusing on the changing life of a town, being a woman and a Jew during these times as well as crime and punishment and medicine	How far did life in Britain change 1500-1900? Would you like to be a woman in 1500 - 1600s? Would you like to be a woman in Industrial times? Would you like to work in an industrial mill? Would you like to work in an industrial mill? Would you like to live in an Industrial town? Would you like to be ill in these times? Would you like to have surgery in these times? Assessment 4: Recall test to help revision for exam

<p>YEAR 8 SUMMER TERM 1</p>	<p>Everyday lives during Tudor, Stuart and Industrial times focusing on the changing life of a town, being a woman and a Jew during these times as well as crime and punishment and medicine</p> <p>History mystery focusing on why the Titanic sank.</p>	<p>Would you like to be a police officer in these times? Would you like to go to prison in these times? Would you like to try to catch a serial killer? Assessment 5: Analysing the usefulness of historical sources</p> <p>Why did the Titanic sink? Who was to blame for the Titanic sinking?</p>
<p>YEAR 8 SUMMER TERM 2</p>	<p>Personal history project in which students enhance their research skills to study a historical period/question that is of interest to them.</p>	<p>Students spend these lessons planning and researching an extended project which they will then present to the class.</p> <p>Assessment 6: End of year exam</p>

Year / term	Unit of work	Core Knowledge Year 9
YEAR 9 AUTUMN TERM 1	Conflict & co-operation during the 20th century focusing on WW1, WW2, the Cold War and the rise of terrorism	Why has Britain been in so many conflicts? What were the causes of WW1? Why wasn't the war over by Christmas? Why were the Allies defeated at the Battle of Somme? Why were the Allies successful at the Battle of Somme? Was the Treaty of Versailles a fair settlement? What were the causes of WW2? How far was Dunkirk a failure? Assessment 1: Analysing what it was like for soldiers to live and fight in WW1
YEAR 9 AUTUMN TERM 2	Conflict & co-operation during the 20th century focusing on WW1, WW2, the Cold War and the rise of terrorism	What were the key battles of WW2? Who were the forgotten people of WW2? Were the US right to drop the Atomic bomb? To what extent did people live in fear of conflict after WW2 ended? The rise of terrorism Assessment 2: Analysing different interpretations of the evacuation of Dunkirk
YEAR 9 SPRING TERM 1	Power & democracy during the 20th century focusing on the collapse of democracy in Weimar Germany and the rise of Hitler.	Assessment 3: Analysing change & continuity in conflict over time Rise of Hitler
YEAR 9 SPRING TERM 2	Power & democracy during the 20th century focusing on the collapse of democracy in Weimar Germany and the rise of Hitler.	What were the long term causes in the rise of Hitler? What were the short term causes in the rise of Hitler? How did the Nazis establish control of Germany? What was life like in Nazi Germany? Assessment 4: Analysing the usefulness of historical sources
YEAR 9 SUMMER TERM 1	Everyday lives during the 20th century focusing on the escalation of Anti-Semitism leading to the Holocaust and the Arab Israeli conflict.	How did Anti-Semitism escalate? What were Ghettos? What was the final solution? What was the diaspora to the Middle East? What impact did the diaspora have on Middle Eastern politics? Assessment 5: Recall test to help revision for exam
YEAR 9 SUMMER TERM 2	Personal history project in which students enhance their research skills to study a historical period/question that is of interest to them.	Students spend these lessons planning and researching an extended project which they will then present to the class. Assessment 6: End of year exam