

# 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 in which they will develop an understanding of each topic's chronology as well as be able to identify and explain key events & individuals from that time period.

As students progress from years 7 to 9 their learning will be linked to the previous year's studies of that module thus providing students with the opportunity to make links and connections across the time periods and countries studied i.e. 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. **Please see super curriculum documents**

The purpose of our history curriculum is to create a commitment to lifelong learning through ASPIRE 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 explicitly teaches the key literacy skills needed for success by encouraging students to use subject specific, technical and academic vocabulary as well as prioritising and celebrating reading.

Year / term	Unit of work	Core Knowledge Year 7	Core skills / super curriculum / literacy
<p><b>YEAR 7 AUTUMN TERM 1</b></p>	<p><b>Pre 1066 world study</b> focusing on the Silk roads and the impact on world history.</p> <p><b>Medieval Africa and China</b> focusing on life in Africa and China such as how empires were created, wealth generated and the legacy they have left behind.</p>	<p><b><u>How significant were the Silk Roads?</u></b></p> <p>What is history?            What was the Silk Road?            Time traveller’s guide to the Silk Roads            What was the significance of the Silk Roads to the West?</p> <p><b><u>What was life like in Medieval China during the Ming Dynasty?</u></b></p> <p>What was the Ming dynasty?            Was Ming China a great military power?            How comfortable was life in Ming China?            1421 - the year China discovered the world            How great was Ming China?</p> <p>Assessment 1: <a href="#">Retrieval quiz</a></p>	<p>Knowledge and understanding, causation, significance and memory recall.</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Ancient, Caravan, Civilisation, Crusaders, Emperors &amp; Empires, Enslave, Merchant, Middle East, Nomadic, Silk &amp; Slave</p>
<p><b>YEAR 7 AUTUMN TERM 2</b></p>	<p><b>Medieval Africa and China</b> focusing on life in Africa and China such as how empires were created, wealth generated and the legacy they have left behind.</p>	<p><b><u>What was life like in Medieval Africa – Mali Empire?</u></b></p> <p>Why is the geography of Mali important?            How did Mali create an empire?            How did Mali make its wealth?            How did Mansa Musa’s Hajj help make Timbuktu a ‘jewel’?            Is the legacy of the Mali’s past important?</p> <p>Assessment 2: <a href="#">Analysing the usefulness of historical sources</a></p>	<p>Knowledge and understanding, causation &amp; significance</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Empire, Hajj, Mansa, Sanctuary &amp; Tribe</p>

<p><b>YEAR 7 SPRING TERM 1</b></p>	<p><b>Conflict and cooperation during medieval times</b> focusing on the Battle of Hastings, how William gained control of Anglo-Saxon England using Castles, the Domesday Book and Feudal system; as well as how far the Norman Conquest changed Anglo Saxon England.</p>	<p><b><u>To what extent did the Norman Conquest change Anglo-Saxon England?</u></b></p> <p>Anglo Saxon and the Dark Ages Who should be King in 1066? To what extent was the Battle of Hastings a turning point?</p> <p>Assessment 3: <b>Analysing why William won the battle of Hastings</b></p> <p>How did William use violence to secure control of England? How did the Feudal system &amp; castles help William secure control? How did William use the Domesday book? To what extent did the Norman Conquest change Anglo-Saxon England?</p>	<p>Knowledge and understanding , usefulness of sources, change and continuity</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Anglo-Saxons, Bailey, Dark Ages, Doomsday, Domesday Book, Famine, Fealty, Feudal System, To harry (harrying), Heir, Homage, Motte, Pagan, Rebellion, Turning point, Villein &amp; Witan</p>
<p><b>YEAR 7 SPRING TERM 2</b></p>	<p><b>Power &amp; democracy during medieval times</b> 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</p>	<p><b><u>How far did power and democracy change during medieval times?</u></b></p> <p>How far did the church threaten Henry II's power? Why did the barons rebel against John? How far did the Magna Carta threaten John's power?</p> <p>Assessment 4: <b>Analysing different interpretations of King John</b></p>	<p>Knowledge and understanding , usefulness of sources, interpretation, change and continuity</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Chancellor, Carta / Charter, Church court, democracy, Excommunicated, Magna Carta, Parliament, Peasants, Poll Tax, Pope, Power, Revolt</p>
<p><b>YEAR 7 SUMMER TERM 1</b></p>	<p><b>Power &amp; democracy during medieval times</b> 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</p>	<p><b><u>How far did power and democracy change during medieval times?</u></b></p> <p>How far did parliament threaten Henry III's power? How far did the peasants threaten Richard II's power?</p>	<p>Knowledge and understanding, usefulness of sources, interpretation, change and continuity</p> <p><b>Please see super curriculum document.</b></p>

		<p><b>Assessment 5: Analysing change &amp; continuity during medieval times</b></p>	<p><b>Literacy:</b> Chancellor, Carta / Charter, Church court, democracy, Excommunicated, Magna Carta, Parliament, Peasants, Poll Tax, Pope, Power, Revolt</p>
<p><b>YEAR 7 SUMMER TERM 2</b></p>	<p><b>History mystery</b> focusing on the murder of the princes in the tower</p>	<p>Assessment 5: <b>End of year exam</b></p> <p><b><u>What happened to the Princes in the Tower?</u></b></p> <p>Who was the body in the car park?  Who was Richard III?  Did Richard III kill his nephews?</p> <p>Assessment 6: <b>End of year recall quiz</b></p>	<p>Knowledge and understanding &amp; Source analysis &amp; Memory recall</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Infanticide</p>

Year / term	Unit of work	Core Knowledge Year 8	Core skills / super curriculum / literacy
<p><b>YEAR 8 AUTUMN TERM 1</b></p>	<p><b>Everyday lives during Tudor times</b> focusing on the changing life of a town, being a woman, a Black Tudor and a Jew during these times as well as crime and punishment and medicine</p> <p><b>Conflict and cooperation during Tudor and Stuart</b> focusing on the English Reformation, Spanish Armada, Gunpowder plot and English Civil war</p>	<p>Time Travellers guide to Tudor England (village life)  Time Travellers guide to Tudor England (city life)  Time Travellers guide to Tudor England (women)  Time Travellers guide to Tudor England (Black Tudors)  Time Travellers guide to Tudor England (Crime)</p> <p><b><u>How far did Henry VIII spark c300 years of religious conflict?</u></b></p> <p>Why did Henry VIII spark c300 years of religious conflict?  Was Henry Catholic or Protestant?  What impact did Edward and Mary 1<sup>st</sup> have on religious conflict?  Religious conflict depth study: How serious a threat were Catholics to Elizabeth?  Religious conflict depth study: How serious a threat was Mary to Elizabeth?  Religious conflict depth study: How serious a threat was the Spanish Armada?</p> <p>Assessment 1: <b>Analysing the usefulness of historical sources</b></p>	<p>Knowledge and understanding &amp; source analysis</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Armada, Catholic, Dissolution, Economic, Excommunication, Monasteries, Political, Pope, Protestant, Rebellion, Reformation &amp; Treason</p>
<p><b>YEAR 8 AUTUMN TERM 2</b></p>	<p><b>Conflict and cooperation during Tudor and Stuart</b> focusing on the English Reformation, Spanish Armada, Gunpowder plot, English Civil war and the American War of Independence.</p>	<p><b><u>How far did Henry VIII spark c300 years of religious conflict?</u></b></p> <p>How serious a threat were the Catholics to James 1<sup>st</sup>?  Were the Catholics framed?  What caused the English Civil War?  The world turned upside down. What was the impact of the English Civil War?  Why did the Civil war end?  Should Charles 1<sup>st</sup> have been executed?</p> <p><b><u>Why did America and Britain go to war?</u></b></p> <p>Why did England colonise America?  How successful was the settlement of America?</p>	<p>Knowledge and understanding &amp; Causation &amp; Significance</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Catholic, Civil War, Conduct books, Economic, Forged (to forge), Gender norms, New Model Army, Parliamentarian/roundhead, Plot, Political, Protestant, Proposition, Puritan, Rebellion, Royalist / Cavalier, Trigger, Treason, Trend &amp; Set up</p>

		<p>Why did the American revolution occur?          Why did America win the war of independence?          What impact did the war of independence have on America?</p> <p>Assessment 2: <b>Recall test</b></p>	
<p><b>YEAR 8          SPRING          TERM 1</b></p>	<p><b>Power &amp; democracy during Tudor, Stuart and Industrial times</b> focusing on the establishment of the British empire, the transatlantic slave trade, the struggle for male and female suffrage as well as Black American civil rights</p>	<p><b><u>How did India become part of the British Empire?</u></b></p> <p>The beginnings of the British Empire          India under the Mughals          How did the British take over India?          The Opium Wars          The Indian Mutiny          Impact of the Raj on India          Interpretations of Empire</p> <p><b><u>The enslavement of Black Africans to Black Civil rights</u></b></p> <p>African Empires          Who benefited from the Transatlantic slave trade?          How did GB benefit from the slave trade?</p>	<p>Knowledge and understanding &amp; Change and continuity</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Civilise (to), Colony (plural Colonies), Colonisation, Empire, Imperialism, Mughal Empire, Mutiny, Opium, Raj &amp; Sepoy</p> <p><b>Literacy:</b> Abolish, Abolitionist, Active resistance, Boer (Boer war), Colonisation, Emancipation, Enslave, Ghetto, Jim Crow Laws, Ku Klux Klan, Middle Passage, Overseer, Passive resistance, Plantation, Reconstruction, Resistance, To scramble, Segregation, Slave, Social Darwinism, Transatlantic, Triangular Trade route &amp; Underground railroad</p>
<p><b>YEAR 8          SPRING          TERM 2</b></p>	<p><b>Power &amp; democracy during Tudor, Stuart and Industrial times</b> focusing on the establishment of the British empire, the transatlantic slave trade, the struggle for male and female suffrage as well as Black American civil rights</p>	<p><b><u>The enslavement of Black Africans to Black Civil rights</u></b></p> <p>What was the middle passage?          What was life like on a plantation?</p> <p><b>Assessment 3: Interpretation assessments</b></p>	<p>Knowledge and understanding &amp; Source analysis &amp; Memory recall</p> <p><b>Please see super curriculum document.</b></p>

		<p>How did the enslaved Africans resist?          What role did Harriet Tubman play in the underground railway?          How did slavery end in GB?          What impact did the scramble for Africa have?</p>	<p><b>Literacy:</b> Abolish, Abolitionist, Active resistance, Boer (Boer war), Colonisation, Emancipation, Enslave, Ghetto, Jim Crow Laws, Ku Klux Klan, Middle Passage, Overseer, Passive resistance, Plantation, Reconstruction, Resistance, To scramble, Segregation, Slave, Social Darwinism, Transatlantic, Triangular Trade route &amp; Underground railroad</p>
<p><b>YEAR 8 SUMMER TERM 1</b></p>	<p><b>Power &amp; democracy during Tudor, Stuart and Industrial times</b> focusing on the establishment of the British empire, the transatlantic slave trade, the struggle for male and female suffrage as well as Black American civil rights</p>	<p style="text-align: center;"><b><u>The enslavement of Black Africans to Black Civil rights</u></b></p> <p>How far did Black American rights improve 1800s-1940s?          How far did Black American rights improve 1950s onwards?</p> <p>Assessment 4: <b>Analysing change &amp; continuity in Black American civil rights</b></p> <p style="text-align: center;"><b><u>How far did Britain achieve true democracy &amp; equality from the 1800s onwards?</u></b></p> <p>Why were people protesting at the start of the 19th century?          How revolutionary was Britain before 1832?          The Great Reform Act and Chartists          Were the suffragette's terrorists?          Why did women get the vote?</p> <p>Assessment 5: <b>Analysing how significant the suffragettes were in helping women get the vote in 1918.</b></p>	<p>Knowledge and understanding &amp; change and continuity</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Abolish, Abolitionist, Active resistance, Boer (Boer war), Colonisation, Emancipation, Enslave, Ghetto, Jim Crow Laws, Ku Klux Klan, Middle Passage, Overseer, Passive resistance, Plantation, Reconstruction, Resistance, To scramble, Segregation, Slave, Social Darwinism, Transatlantic, Triangular Trade route &amp; Underground railroad</p>
<p><b>YEAR 8 SUMMER TERM 2</b></p>	<p><b>Power &amp; democracy during Tudor, Stuart and Industrial times</b> focusing on the establishment of the British empire, the transatlantic slave trade, the struggle for</p>	<p style="text-align: center;"><b><u>How far did Britain achieve true democracy &amp; equality from the 1800s onwards?</u></b></p>	<p>Knowledge and understanding &amp; change and continuity</p>

	male and female suffrage as well as Black American civil rights	<p>What impact did the Representation of the people's act have on democracy? What impact did the 1928 Equal Franchise Act have on democracy? What helped the struggle for equal rights in Britain after 1960s?</p> <p>Assessment 6: <b>End of year exam</b></p>	<p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Civil rights, Constitutional monarchy, Democracy, Electorate, Enfranchise, Government, Protest, Representation, Suffrage, Suffragists (NUWSS), Suffragettes (WSPU), Terrorism &amp; Terrorist</p>
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Year / term	Unit of work	Core Knowledge Year 9	
<b>YEAR 9 AUTUMN TERM 1</b>	<b>Conflict &amp; co-operation during the 20<sup>th</sup> century</b> focusing on WW1 & WW2	<p>What were the long and short term causes of WW1?            Why did men sign up for war?            What was it like fighting in WW1?            How were WW1 injuries treated?            What impact did the war have on the home front?            Was the Treaty of Versailles a fair settlement?</p> <p>Assessment 1: <b>Analysing what it was like for soldiers to live and fight in WW1</b></p>	<p>Knowledge and understanding &amp; Source analysis</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Abdicate, Alliance, Armistice ceasefire, Attrition, Balkans, Coalition, Conscription, Defensive, Diktat, Dolchstoss (Stab in the back theory), Enlistment, Evacuation Chain, Imperialism, Militarism, Munition, Mutiny, Nationalism, Pals Battalion, Patriotism, Propaganda, Rationing, Recruitment, Reparations, Shell shock, Shrapnel, Stalemate, War guilt / Article 231 &amp; Zeppelin</p>
<b>YEAR 9 AUTUMN TERM 2</b>	<b>Conflict &amp; co-operation during the 20<sup>th</sup> century</b> focusing on WW1 & WW2	<p>What were the causes of WW2?            How far was Dunkirk a failure?            What were the key battles of WW2?            Why did the Allies win WW1?</p> <p>Assessment 2: <b>Analysing different interpretations of the evacuation of Dunkirk</b></p>	<p>Knowledge and understanding &amp; interpretations</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Alliance, Allies, Axis alliance, Coalition, Communism, Conscription, Diktat, Dolchstoss (Stab in the back theory), Imperialism, Lebensraum, Luftwaffe, Militarism, Nationalism, Patriotism, Propaganda,</p>

			Reparations, Triumph & War guilt / Article 231
<b>YEAR 9 SPRING TERM 1</b>	<b>Power &amp; democracy during the 20<sup>th</sup> century</b> focusing on the collapse of democracy in Weimar Germany and the rise of Hitler.	<p><b><u>How did the Nazis destroy German democracy?</u></b></p> <p>How did Hitler rise to power?</p> <p>Assessment 3: <b>Analysing the different factors that led to Hitler becoming chancellor of Germany in 1933</b></p> <p>How did the Nazis destroy German democracy?</p>	<p>Knowledge and understanding</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Democracy, dictatorship, Fuhrer, Gestapo, Indoctrinated, persecution, Nazis, swastika</p>
<b>YEAR 9 SPRING TERM 2</b>	<b>Power &amp; democracy during the 20<sup>th</sup> century</b> focusing on the collapse of democracy in Weimar Germany and the rise of Hitler.	<p><b><u>How did the Nazis destroy German democracy?</u></b></p> <p>What was life like in Nazi Germany for a woman, a youth and a member of a minority group?</p> <p>What is genocide?</p> <p>How did Anti-Semitism escalate?</p> <p>What were Ghettos?</p> <p>What was the final solution?</p>	<p>Knowledge and understanding &amp; Source analysis</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Democracy, dictatorship, Fuhrer, Gestapo, Indoctrinated, persecution, Nazis, swastika</p>
<b>YEAR 9 SUMMER TERM 1</b>	<b>Everyday lives during the 20<sup>th</sup> century</b> focusing on post war Britain with a depth study on the 1960s and how far equal rights improved during this decade and after	<p><b><u>How far were the 1960s swinging?</u></b></p> <p>How did London become the capital of “cool”?</p> <p>What can we learn from music and fashion about life in the 1960s?</p> <p>Were the 1960s swinging for women?</p> <p>Were the 1960s swinging for migrants and black Britons?</p> <p>How far were the 1960s swinging?</p> <p>Assessment 4: <b>Recall test</b></p>	<p>Knowledge and understanding &amp; Memory recall</p> <p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Cultural, economic, Empire Windrush, equality, feminism, hooliganism, immigration, migrant, Mods, progress, Rockers, Revolution, social &amp; sub-culture</p>

<p><b>YEAR 9 SUMMER TERM 2</b></p>	<p><b>Everyday lives during the 20<sup>th</sup> century</b> focusing on post war Britain with a depth study on the 1960s and how far equal rights improved during this decade and after</p>	<p><u><b>How far were the 1960s swinging?</b></u></p> <p>How far were the 1960s swinging? How far did equal rights improve after the 1960s?</p> <p>Assessment 5: <b>End of year exam</b></p>	<p><b>Please see super curriculum document.</b></p> <p><b>Literacy:</b> Cultural, economic, Empire Windrush, equality, feminism, hooliganism, immigration, migrant, Mods, progress, Rockers, Revolution, social &amp; sub-culture</p>
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