



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Who are the British?</p> <p>Key knowledge explored:</p> <p>Waves of Migration from the Romans to the Windrush</p> <p>Skills developed:</p> <p>This topic focuses on change and continuity.</p> <p>Linking learning:</p> <p>Post-Norman invasion</p>	<p>‘Castles and the Conquered’</p> <p>Key knowledge explored:</p> <p>What impact did the Norman Conquest have on the people of England?</p> <p>Skills developed: This topic focuses on developing students’ ability to understand cause and consequence and begins investigation of history through primary sources.</p> <p>Linking learning:</p> <p>Pre-Migration Post- Feudal system</p>	<p>How would people in Ridgeway have experienced the Middle Ages?</p> <p>Key knowledge explored:</p> <p>Everyday life from the rich to religion. DE Montfort to disease, Monarchs and Magna Carta</p> <p>Skills developed: This topic explores investigation of local history and understanding of the world around us.</p> <p>Linking learning:</p> <p>Pre-Feudal system Post- Empress Matilda, Joan of Arc</p>	<p>Her-story</p> <p>Key knowledge explored:</p> <p>How are women portrayed? How are they treated? Why are they largely absent from history books?</p> <p>Skills developed: This topic focuses on investigation of primary sources. Understanding the world around us and interpretations which change over time.</p> <p>Linking learning:</p> <p>Pre-Eleanor of Aquitaine Wife/mother of Henry II and John Post- Elizabeth I</p>	<p>Terrible Tudors! How much did the Tudors contribute to a change of religious beliefs in England?</p> <p>Key knowledge explored:</p> <p>Founding a dynasty. Henry VIII – Early life, marriage and religion, monasteries. Henry’s children: Edward to Elizabeth</p> <p>Skills developed: This topic focuses on developing students ability to understand cause and consequence</p> <p>Linking learning:</p> <p>Pre-Her Story, women rulers Middle Ages- religion Post-ECW and the divine Right of Kings</p>	<p>The English Civil War</p> <p>Key knowledge explored:</p> <p>New King on the block. Charles decisions. Causes of the ECW. Was Charles really to blame? Roundheads and Cavaliers. Parliament wins. Charles execution. Cromwell’s England. Sources. The statue. World Turned Upside down. The Restoration. Plague, Fire and the Dutch.</p> <p>Skills developed: This topic focuses on developing students ability to understand cause and consequence</p> <p>Linking learning:</p> <p>Pre – Tudors (Specifically, Elizabeth,</p>
Assessment	<p>Extended writing- How did their migration impact England or the country they migrated too?</p>	<p>Extended writing, - In what ways did William try to control England? Interpretation exercise, Knowledge and vocabulary</p>	<p>Extended writing, - Could a medieval king do whatever he wanted?</p>	<p>Extended writing, - Why is so much of her story missing in History?</p>	<p>Extended writing, - Religious Rollercoaster – How much did religion change under the Tudors?</p>	<p>Extended writing – Oliver Cromwell – Does he deserve his Statue?</p>



	Interpretation exercise, Knowledge and vocabulary					
Year 8	<p>Empire and experiences</p> <p>Key knowledge explored Origins of the British Empire (Tudor). Heros and benefits of the Empire. Comparison – Mughal. Australia, Koh-I-nor diamond. Scramble for, Rhodes and Africa. Comparing empires.</p> <p>Skills developed: This topic focuses on change and continuity. Drawing conclusions by linking knowledge of two different contexts.</p> <p>Linking learning: Students should have some contextual</p>	<p>How ‘enlightened’ was the Age of Enlightenment?</p> <p>Key knowledge explored Origins of the Enlightenment. Why were the colonies mad? Declaration of Independence. Why were the French angry? Revolution erupts. Was the Revolution enlightened? Causes of the Haitian revolution. Toussaint L’ Ouverture.</p> <p>Skills developed: this topic helps students understand the methods of historical enquiry, including how evidence is used and interpretations of the past have been constructed.</p> <p>Linking learning:</p>	<p>The abolition of slavery</p> <p>Key knowledge explored Origins of the slave trade. Mali (Civilised or barbarous?) Middle passage, trade triangle. Auction. Life on the plantation. Punishments. Abolition. Underground railroad. Civil War.</p> <p>Skills developed: this topic helps students understand the methods of historical enquiry, including how evidence is used and interpretations of the past have been constructed.</p> <p>Linking learning: This topic will deepen students’ knowledge of the impact of Empire</p>	<p>How much did the Industrial Revolution change the United Kingdom?</p> <p>Key knowledge explored Origins (1750). Population explosion. Inventions and Inventors (Arkwright & Brunel). Children. (Local study) Todmorden. Interpretations. Manchester. Assessing change.</p> <p>Skills developed: Students should have some contextual knowledge from year 7 history and on their work on the British Empire. encouraged to make links with their study of the development of the ‘British’.</p>	<p>‘Fights for your rights’</p> <p>Key knowledge explored Why protest? What was wrong with British politics in 1800. Peterloo. Reactions. Other rebellions. Great Reform Act 1832. The Chartists. Women in 1900. Suffragists and Gettes. Main events. Impact of WW1</p> <p>Skills developed: This topic focuses on change and continuity. Drawing conclusions by linking knowledge of two different contexts.</p> <p>Linking learning: Links to Industrial Revolution in Year 8 and The ECW in Year 7. We will refer back to this learning in Year 9 when we explore the causes of WW1 and how much the world had changed by the turn of the 20th century</p>	<p>The American Dream – or nightmare?</p> <p>Key knowledge explored: The birth of the US, ‘manifest destiny’ and the reasons for white expansion, native culture and clashes with white America, evolution of American policy towards native Americans and the ‘ending of the Indian problem’.</p> <p>Skills developed: Drawing conclusions by linking knowledge of two different contexts.</p> <p>Linking learning: The previous topic will be referred to so that students can articulate different experiences of minorities, and in different contexts. In Year 9, we will also refer back to this when studying the Holocaust and make further links.</p>



	<p>knowledge from year 7 history and will be encouraged to make links with their study of the development of the 'British'.</p>	<p>Year 7 work on the ECW and the rise of the English Parliament. Will provide a solid background to understanding the slave trade.</p>	<p>and link to modern contextual understanding of the Black Lives Matter movement.</p>	<p>Linking learning: We will refer back to this learning in Year 9 when we explore the causes of WW1 and how much the world had changed by the turn of the 20th century.</p>		
<p>Assessment</p>	<p>1.Skills and interpretation. 2.Evaluating the empire. A force for good or evil?</p>	<p>What caused the Age of Revolutions? Evaluate ideas/economics/power and others.</p>	<p>Use of sources for key skills and interpretation. Students need to reference provenance, purpose, nature of source and apply their own knowledge.</p>	<p>How far did the Industrial Revolution change Britain? (Work, transport, population, Health and Medicine, Living conditions)</p>	<p>Explain the significance of WW1 in terms of universal suffrage for women.</p>	<p>Source work assessment on 'Manifest Destiny' early on in the course to check students understand the motives behind American expansion.</p> <p>Extended writing piece of the key factors that led to the 'ending of the Indian problem'.</p>



<p>Year 9</p>	<p>'The war to end all wars – what impact did World War One have on the world?'</p> <p>Key knowledge explored: Causes of WW1, trench life & warfare, exploration of the 'worlds' involvement, the end of the War & Treaty of Versailles, rise of the dictators.</p> <p>Skills developed: this topic helps students understand the methods of historical enquiry, including how evidence is used and interpretations of the past have been constructed.</p> <p>Linking learning: This topic forms the basis of their understanding of the World at the start of the twentieth century – the focus of Year 9 history. We will continually refer to the comparisons later on in the academic year. For GCSE students, this will help their understanding of medicine at the turn of the century.</p>	<p>How should the Holocaust be remembered?</p> <p>Key knowledge explored: Jewish life before Nazi rule, early persecution, Kristallnacht, The Final Solution, opposition, Jewish experience following WW2, the Nuremburg trials.</p> <p>Skills developed: students will be supported in helping to understand significance in history and how to understand methods of historical enquiry.</p> <p>Linking learning: Students will have contextual understanding of Nazi rule from the previous topic. This will also link to knowledge needed for part of their GCSE history course.</p>	<p>World War Two: a different type of warfare?</p> <p>Key knowledge explored: The causes of WW2, appeasement, the Home Front, WW2 battles overview, the invasion of Poland, Dunkirk, the Battle of Britain, the Battle of the Atlantic, Pearl Harbour and the war in the Pacific, the dropping of the atomic bomb and the end of WW2.</p> <p>Skills developed: This topic helps students develop their chronological understanding (and develop a greater narrative) of the twentieth century. It will also help them develop understanding of difference and significance and using evidence to make judgements about the past.</p>	<p>What made the Cold War so terrifying?</p> <p>Key knowledge explored: World relations after World War Two, the growth of communism and Soviet expansion, East and West relations in the 1950s and 1960s, the Cuban Missile Crisis, the end of the Cold War.</p> <p>Skills developed: This topic develops students understanding of historical significance and cause & consequence.</p> <p>Linking learning – Students will deepen their understanding of the rise of communism & impact of Stalin learnt at the start of the academic year. For those taking GCSE, this will help support the development of their contextual knowledge of the Cold War.</p>
	<p>Assessment</p>	<p>The first assessment of topic will be an extended writing task that explores the causes</p>	<p>Keyword topic test early on in the course to</p>	



	<p>of WW1. Our second assessment will focus on analysing contemporary sources from the trenches and applying knowledge learnt.</p> <p>Source assessment on the impact of the Treaty of Versailles and a 'deadly dictators' extended writing task which focuses on making comparison between the different experiences of people in the different regimes studied.</p>	<p>assess students understanding of new vocabulary.</p> <p>'Remembrance' homework assessment which allows students to consider their emotional response to their learning of this topic.</p>	<p>Impact of the Homefront assessment (source focus) which explores students understanding of how WW2 effected different groups.</p> <p>Extended writing task on the dropping of the atomic bomb and the US justification around this.</p>	<p>understanding of vocabulary explored. Final source analysis assessment and extended writing task on the impact of the Cold War.</p>
<p>Year 10* Please note that delivery for Year 10 varies dependant on where mock exams fall.</p>	<p style="text-align: center;">Health and the People (30 hours)</p> <p>This part of the GCSE specification explores the development of medicine throughout time and the factors that contributed towards this. Key content explores ideas, treatments, preventions and key individuals across the medieval period, the Renaissance, the Industrial period, and the 20th century.</p> <p>Skill focus: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Linking learning: Students have contextual knowledge of key features of different time periods from KS3.</p>	<p style="text-align: center;">Germany: Democracy to Dictatorship</p> <p>This part of the GCSE specification explores events that occurred in Germany between 1890-1945. Key questions explored are:</p> <ul style="list-style-type: none"> - The rule of the Kaiser; - Germany after WW1 and challenges faced by Weimar; - The development of the Nazi Party; - Life in Nazi Germany. <p>-</p> <p>Skill focus: analyse, evaluate and make substantiated judgements about interpretations</p> <p>Linking learning: Students have contextual knowledge of Nazi rule from Year 9.</p> <p>-</p>	<p style="text-align: center;">Elizabethan England</p> <p>This part of the GCSE specification explores life in Elizabethan England with a focus on:</p> <ul style="list-style-type: none"> - The problems ELizabeth faced when she became queen; - Other challenges throughout her reign; - Elizabethan life; - Historic environment (theme changes each year). <p>Skill focus: analyse, evaluate and make substantiated judgements about interpretations</p> <p>Linking learning: Students have contextual knowledge of Tudor life when Year 7.</p>	



<p>Assessment</p>	<p>End of sub-topic testing on the key time periods and regular knowledge testing.</p> <p>Source work assessment on the role of Jenner and knowledge test on the significance of Pare, Harvey and Vesalius.</p>	<p>Significance assessment on the role of Pasteur and Koch.</p> <p>Source work assessment on Jenner and vaccinations.</p>	<p>Factor assessment on the role of science in developing health and medicine.</p> <p>Source work assessment on the role of the NHS.</p>	<p>End of topic test on the problems Weimar faced by 1929.</p> <p>Interpretation work will also explore students' ability to understand Hitler's rise to power.</p> <p>Regular recaps on key knowledge and key terms throughout the course.</p>	<p>End of topic test on the role of terror and achievements in Nazi Germany.</p> <p>Interpretation work will focus on Nazi social policies.</p> <p>Regular recaps on key knowledge and key terms throughout the course.</p>	<p>Assessment one will focus on key topic terminology and understand important concepts. The 2nd assessment will focus on applying knowledge to a historic environment question.</p> <p>Summer mocks will focus on Health and the People and the Germany element of course. Other topics will be tested through content of lessons and at regular intervals. Homework will be utilised to ensure effective practice is given.</p>
<p>Year 11</p>	<p>The Cold War</p> <p>Linking learning: Students have contextual knowledge of the Cold War from Year 9.</p> <p>Skill focus: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p>		<p>Revision</p> <p>Rotation of revision lessons on the above topics, balancing between content and practice.</p>			
<p>Assessment</p>	<p>Autumn mocks will focus on Germany and Elizabethan England. Autumn A will test knowledge and understanding of the Cold War through end of sub-topic tests and practice questions where appropriate.</p>		<p>Spring mocks will focus on The Cold War element of the source and a Medicine paper. Other topics will be tested through content of lessons and at regular intervals. Homework will be utilised to ensure effective practice is given.</p>			



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