

Statement of Intent

This subject provides the students with the power to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians. This then empowers students to engage directly with questions and present independent opinions about them in arguments that are well-written, clearly expressed, coherently organised and effectively supported by relevant evidence. This prepares the student, from the confidence gleaned, to undertake self-directed learning, making the most effective use of resources, and increasingly defining one's own questions and goals. History education within RPHS aims to equip our students with both powerful knowledge and the skills required to become well-rounded individuals. Our curriculum is structured to nurture a love of history through the development of key historical skills and a depth of knowledge. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand, the volume of knowledge required for the development of expertise. Students in year 7 study a wide range of historical periods from Anglo-Saxon Britain through to the Gunpowder Plot. Students in year 8 study a wide range of historical periods from The Reformation through to the Industrial Revolution Students in year 9 study a wide range of historical periods from The First World War through to analysing the concept of change. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time.

Key Stage 3 Curriculum

Students in year 7 study a wide range of historical periods from Anglo-Saxon Britain through to the Gunpowder plot. Students in year 8 study a wide range of historical periods from The Reformation through to the Industrial Revolution Students in year 9 study a wide range of historical periods from The First World War through to analysing the concept of change. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time. Students study two lessons and complete one homework task per week.

Key Stage 4 Curriculum

Students in year 10 study from 4 units constructed for the Edexcel GCSE SOW. The four units that will be undertaken to study are: Crime and punishment 1000-1900, Early Elizabethan England 1558-1588, Superpower relations and the Cold war 1941-1991, Weimar and Germany 1918-1939. Students study a wide range of historical periods from The First World War through to analysing the concept of change. Students study three lessons and complete one homework task per week.

Key Stage 5 Curriculum

Our curriculum is structured to nurture a love of History through the development of key historical skills and a depth of knowledge. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence. These concepts are used as tools for students to make sense of, and understand, the volume of knowledge required for the development of expertise. Students in year 10 study from 4 units constructed for the Edexcel GCSE SOW. The four units that will be undertaken to study are: Britain Transformed, 1918-1997. The USA, 1955-1992: conformity and challenge, The British Experience of warfare 1790-1918, The Cold war.

Extended Learning

In history we undertake the following historical trips:

- Local field trip for KS3 students
- Battlefields trip at KS4
- Portsmouth historical dockyards trip KS5
- Holocaust Tour (selected students from y13)

What parents can do to support extended learning in this subject

Checklist for parents to support their children:

Check exercise book regular, to ensure work is up-to-date and homework is being completed.

Test student with weekly tests, use exercise book to ask questions.

When/if possible visit historical sites. Encourage student to read at least once a week from a historical article.

Inform student to ask student to request past papers from teacher.

Useful websites:

<https://www.bbc.co.uk/programmes/genres/factual/history>

<https://www.history.co.uk/>

<https://www.socialstudies.org/>

<http://www.academicinfo.net/histaameta.html>

<http://www.thehistorynet.com/>

<http://www.spartacus.schoolnet.co.uk/>

<http://thinkfinity.org/>

<http://www.hnn.us/>

KS3 Curriculum Map

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	<p>The Norman Conquest</p> <ul style="list-style-type: none"> What was England like before the battle of Hastings? Why was England a battlefield in 1066? How did William take control of England? Evidence 	<p>Religion in Medieval England</p> <ul style="list-style-type: none"> Why was the church so important in people's lives? The murder of the Archbishop of Canterbury Analytical Narrative 	<p>The Crusades</p> <ul style="list-style-type: none"> Why was Jerusalem worth dying for? Did the crusades change the Holy Land? Change 	<p>The problems of Medieval Monarchs</p> <ul style="list-style-type: none"> What happened to England's medieval monarchs? How important were England's Medieval Queens? Interpretation and Causation 	<p>Was 1348 the end of the world?</p> <ul style="list-style-type: none"> The Black Death The Peasants' Revolt Edward I Changing castle designs and their use Robert the Bruce Triumphs 	<p>Migration</p> <ul style="list-style-type: none"> Who were the first English people? What have learned about chronology? What drove people to migrate? How have migrants changed Britain?
Year 8	<p>The English Civil War (1642-1646)</p> <ul style="list-style-type: none"> Why did the English fight? What were the differences between the roundheads and the cavaliers? Why did the English kill a king? 	<p>Changing ideas: 1660 to 1789</p> <ul style="list-style-type: none"> Why were kings back in fashion by 1660? What made Restoration London exciting? Who ran the country, crown or parliament? How modern was England by 1789? 	<p>The Slave Trade</p> <ul style="list-style-type: none"> What was it like to be involved in the slave trade? Why was the slave trade abolished? The big history of the slave trade Interpretations 	<p>The British Empire</p> <ul style="list-style-type: none"> How did the British Empire develop? Who benefited from the British Empire? 	<p>The Industrial Revolution (part 1)</p> <ul style="list-style-type: none"> What was the Industrial Revolution? Would you have survived the Industrial Revolution? 	<p>The Industrial Revolution (part 2)</p> <ul style="list-style-type: none"> Did the Industrial Revolution bring progress and improvements? Murder mystery: why was Jack the Ripper never caught?
Year 9	<p>Getting the vote</p> <ul style="list-style-type: none"> How democratic was Britain in the C19? What was the truth about Victorian women? How did women get the vote? 	<p>The First World War</p> <ul style="list-style-type: none"> Why did the First World War start in 1914? What have you learned about causation? What was the first World War like? What have you learnt about making inferences? 	<p>Conflict in the 20th Century</p> <ul style="list-style-type: none"> Main events of the Second world War How do you fight a 'cold war'? USA and the Vietnam war? What has caused conflict in the C20? 	<p>The Holocaust</p> <ul style="list-style-type: none"> To what extent were Jews persecuted before the Holocaust? What have you learned about evidence? How were the Nazis able to implement the 'Final Solution'? 	<p>The Middle East</p> <ul style="list-style-type: none"> What are the long-term causes of conflict in the Middle East? How did the Cold war cause conflict in the Middle East? Why is the Middle East in the news so much? 	<p>What's the best way to bring about change?</p> <ul style="list-style-type: none"> What have you learned about utility? What have you learned about interpretations? Murder mystery: Who killed JFK?

KS4 Curriculum Map AQA GCSE Geography

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	<p>Early Elizabethan England 1558-1588; Queen, Government and Religion 1558-1569</p> <ul style="list-style-type: none"> • The situation on Elizabeth's accession • The settlement of religion. • Challenge to the religious settlement • Mary Queen of Scots 	<p>Early Elizabethan England 1558-1588; Challenges to Elizabeth at Home and abroad 1569-1588</p> <ul style="list-style-type: none"> • Plots and revolts at home • Relations with Spain • Outbreak of war with Spain 1585-1588 • The Armada 	<p>Early Elizabethan England 1558-1588; Elizabethan Society in the Age of Exploration</p> <ul style="list-style-type: none"> • Education and leisure • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia 	<p>Superpower relations and the Cold war 1941-1991; The Origins of the Cold War</p> <ul style="list-style-type: none"> • Early tensions between the east and the west • The development of the Cold War • The Cold War intensifies 	<p>Superpower relations and the Cold war 1941-1991; Cold War Crises 1958-1970 .berlin 1958-1963</p> <ul style="list-style-type: none"> • Increased tension and the impact y of the Berlin Wall • The Cuban missile crisis • Czechoslovakia 1968-1969 	<p>Superpower relations and the Cold war 1941-1991; The End of the Cold War 1970-1991</p> <ul style="list-style-type: none"> • Attempts to reduce tension 1979-1984 • Flashpoints, in superpower relations 1979-1984 • The collapse of the Soviet Union
Year 11	<p>Crime and punishment in Britain C1000-present; Medieval England 1000-1500</p> <ul style="list-style-type: none"> • New crimes in England • Anglo-Saxon law • Enforcement • Medieval punishments • The influence of the church 	<p>Crime and punishment in Britain C1000-present; Early Modern England 1500-1700</p> <ul style="list-style-type: none"> • Law enforcement in early modern England • Punishment in early modern England • The gunpowder plotters 1605 • The witch-hunts 1645-1647 	<p>Crime and punishment 1900-present; historic environment</p> <ul style="list-style-type: none"> • Crime in modern Britain • Conscientious objectors • The Derek Bentley case • The Metropolitan Police • The local context of Whitechapel. • Investigating policing in Whitechapel 	<p>Weimar and Nazi Germany 1918-1939; The Weimar Republic 1918-1929/ Hitler's rise to power 1919-1933</p> <ul style="list-style-type: none"> • The origins of the Republic • Early challenges to the Republic • Changes in society • The early development of the Nazi party • The lean years • Growth in the Nazi party • How Hitler became chancellor 1932-1933 	<p>Weimar and Nazi Germany 1918-1939; Nazi control and dictatorship 1933-1939</p> <ul style="list-style-type: none"> • The creation of the dictatorship • The police state • Controlling influences and attitudes • Opposition, resistance and conformity • Policies towards women and youth • Employment and living standards • Persecution 	

KS5 Curriculum Map

AQA A Level History

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Britain Transformed 1918-1997 <ul style="list-style-type: none"> • Changing political and economic environment 1918-1979 • Creating a welfare state 1918-1979 	Britain Transformed 1918-1997 <ul style="list-style-type: none"> • Society in transition 1918-1979 • Changing quality of life 1918-1979 	Britain Transformed 1918-1997 <ul style="list-style-type: none"> • What impact did Thatcher's Government (1979-1990) have on Britain 1979-1997? • Exam preparation 	The USA, 1955-1992 Conformity and Challenge <ul style="list-style-type: none"> • Introduction, putting the USA in context. • Affluence and conformity 1955-1963 • Protest and reaction 1963-1972 	The USA, 1955-1992 Conformity and Challenge <ul style="list-style-type: none"> • Social and political change 1973-1980 • First order concepts • Second order concepts • Source analysis 	The USA, 1955-1992 Conformity and Challenge 9H10/2H <ul style="list-style-type: none"> • Republican dominance and its opponents 1981-1992 • past paper practice • source analysis
Year 13	The British Experience of Warfare C1790-1918; Britain and the French Wars 1793-1815 <ul style="list-style-type: none"> • Leadership • Communications • Public opinion • Weapons • Significant battles 	The British Experience of Warfare C1790-1918; The Crimean war 1854-1856; The second Boer War 1899-1902 <ul style="list-style-type: none"> • Leadership • Communications • Public opinion • Weapons • Significant battles 	The British Experience of Warfare C1790-1918; Trench warfare on the Western Front 1914-1918; The war in the Air 1914-1918 <ul style="list-style-type: none"> • Leadership • Communications • Public opinion • Weapons • Significant battles 	Course work: The end of the cold war <ul style="list-style-type: none"> • Causes • Consequences • Significance • Impact 	Course work: The end of the cold war <ul style="list-style-type: none"> • Causes • Consequences • Significance • Impact 	