



Rayner Stephens
HIGH SCHOOL

Curriculum
Intent
for
History

We aim to make our students the best historians they can be. We challenge students to think like historians by researching thoroughly, weighing-up evidence, understanding chronology, evaluating interpretations and developing arguments. We do this by ensuring all students develop the range of skills needed to become confident in their own opinions, able to make well supported judgements and to express them articulately using keywords from topics and historical vocabulary. At Rayner Stephens we believe that the transferable skills gained in history are essential for life in the 21st century. We teach students the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument. We teach empathy and tolerance and an understanding of how history has created the world we live in today.



History Learning Journey



GCSE Germany 1918-1939
Students will study how Hitler came to power and transformed German society

GCSE Cold War 1941-1991
Students will investigate the situation after World War Two and how this led to the tensions between East and West for the next 50 years



GCSE Early Elizabethan England 1558-1588
Students will study the problems Elizabeth I faced when she became queen and how she attempted to resolve them in the following years

YEAR 11

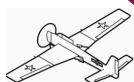
GCSE Germany 1918-1939
Students will study the problems the new Weimar Republic had to overcome after World War One

GCSE Medicine Through Time- Trenches
Students will study the trenches, weapons, illnesses and battles of the First World War in depth.

GCSE Medicine Through Time- Part 2
Students will continue their investigation into the ideas about illness, treatments and preventions during the Industrial Revolution and Modern times and understand what has led to the progress since the Middle Ages

GCSE Medicine Through Time- Part 1
Students will investigate the ideas about illness, treatments and preventions during the Middle Ages and the Renaissance- with case studies of the Black Death and the Great Plague

YEAR 10



Why did people think dictatorships were a good idea?

Students will investigate the revolutionary new ideas that shaped the world in the 20th Century.

Why did we go to war again?

Students will investigate the causes and events of World War Two and how it was a truly global war

Why were 6 million people murdered?

Students will investigate the causes and events of the Holocaust

Why was there a 'cold' war?

Students will investigate the US decision in 1945 to drop the world's first atom bomb on Japan and the development of the Cold War.

How has Britain changed since 1945?

Students will study how our work, culture and technology has changed and the experiences of different migrants.

YEAR 9

Who won the fight for the vote? Students will investigate the role suffragettes and earlier women played in the fight for the vote.

What is Manchester's role in the slave trade?

Students will investigate the development of the slave trade and the history of Africa.

How did Britons fight for their rights?

Students will investigate the struggle of people to improve their lives and examine the punishments of those who dared to challenge authority

Why did Manchester become known as Cottonopolis?

Students will study why the Industrial Revolution happened and how migrants transformed Manchester



Why did 1 million men die? Students will investigate the causes and events of World War One and the contribution of soldiers from around the world in the source of the war



How did Britain change the world and how did the world change Britain? Students will investigate the colonisation of India and how this affected both countries.

How have did the Normans transform Britain? Students will study how England was changed forever by the Norman Conquest.

Why did we kill our king? Students will study why Charles I and Parliament choose to go to war with each other in 1642

What was it like living in Tudor Britain?

Students will investigate lives of Black Tudors and Women and also how England compared to other countries at the time.

YEAR 7

How has Mary Beard used evidence to reach conclusions about the lives of Romans?

Students will study how we construct History and what Roman Britain was like including the lives of the different peoples that lived here

Why did William, Duke of Normandy win the Battle of Hastings?

Students will study why England was changed forever by the Norman Conquest.

How powerful were medieval monarchs?

Students will study conflict between Church and Monarchy and the limits of the power of the monarchy.

How did Henry's divorce change England?

Students will study the importance of Henry VIII and the Reformation by studying the lives of his children. And the key events in the life of Elizabeth I and why she was significant.



Year 7 - History

Curriculum intent	<p>Knowledge of history is key to understanding the world around us and our place within it. Students will examine what it means to study history and investigate the creation of interpretations and the use of evidence with a focus on the Historian Mary Beard and Roman life. Students will then exam key themes in British history including the transformation of England under the Normans before examining the establishment of the Church in England and its central importance in Medieval life before examining the limits of medieval kings' power. Students will then evaluate the importance of Henry VIII's divorce and the consequences of this action for religion, politics and society before studying Tudor life and examining the often-forgotten stories of Black Tudors and women and Mughal India to make judgements about the status of Black people and women in England, and the status of England in the world.</p>					
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Knowledge	<p>How has Mary Beard used evidence to reach conclusions about the lives of Romans?</p> <ul style="list-style-type: none"> Historians construct their own interpretations of history Use of evidence in the construction of history 	<p>Why did William, Duke of Normandy win the Battle of Hastings?</p> <ul style="list-style-type: none"> Claimants to the English throne in 1066 Anglo-Saxon and Norman armies Battle of Hastings Bayeux tapestry and other interpretations 	<p>How did the Normans transform Britain?</p> <ul style="list-style-type: none"> William's problems as a new king Doomsday book and the harrying of the North Feudal System Development of castles 	<p>How powerful were medieval monarchs?</p> <p>Roles of Church in Medieval England</p> <ul style="list-style-type: none"> Thomas Beckett and Henry II King John Significance of Magna Carta 	<p>How did Henry's divorce change England?</p> <ul style="list-style-type: none"> Break from Rome Catholic v Protestant Henry's wives Problems Elizabeth faced 	<p>What was it like living in Tudor Britain?</p> <ul style="list-style-type: none"> Black Tudors Women Mughal India as comparison
Procedural Knowledge	Sources Evidence Interpretations	Causation Similarity and difference	Consequence Similarity and difference Significance	Causation Significance Sources Historical enquiry Judgements	Causation Consequence sources Evaluation Judgements	Sources inference Evaluation Interpretations Judgements
Assessments	Topic 1 extended writing: How do interpretations differ about Pompeii?	Topic 2 extended writing Why did William, Duke of Normandy	Topic 3 extended writing How did William transform Anglo-Saxon England?	Topic 4 extended writing How powerful were medieval monarchs?	Topic 5 extended writing How did Henry's divorce change England?	Topic 4 extended writing What was it like living in Tudor Britain?

		<p>win the Battle of Hastings?</p> <p>KS3 Exam 1 after Topic 2</p> <ul style="list-style-type: none"> • Multiple choice questions • Recall questions • Chronology task • Extended piece of writing 		<p>KS3 Exam 2 after Topic 4</p> <ul style="list-style-type: none"> • Multiple choice questions • Recall questions • Chronology task • Extended piece of writing 		<p>KS3 Exam 3 after Topic 6</p> <ul style="list-style-type: none"> • Multiple choice questions • Recall questions • Chronology task • Extended piece of writing
Enrichment	<p>Books: · 'Great Tales from English History' Robert Lacey ISBN-10: 0349117317</p> <p>'Pompeii' Mary Beard ISBN-10: 1846684714</p>	<p>Books: · Horrible Histories: The Stormin' Normans ISBN-10: 140713969X</p> <p>· The Bayeux Tapestry: The Comic Strip Giles Pivard and Arthur Shelton ISBN-10: 2815100509</p>	<p>Books: · Horrible Histories: The Stormin' Normans ISBN-10: 140713969X</p>	<p>Books: · Horrible Histories: The Measly Middle Ages ISBN-10: 0439944015</p> <p>Film & Documentaries: · A Knight's Tale, 2001 · Robin Hood, 2010</p>	<p>Lucy Worsley's Royal Palace Secrets- available on BBC iplayer</p> <p>Horrible Histories: Terrible Tudors ISBN-10: 1407178679</p> <p>Horrible Histories: Cruel Kings and Mean Queens ISBN-9781760270001</p>	<p>Lucy Worsley's Royal Palace Secrets- available on BBC iplayer</p> <p>Horrible Histories: Terrible Tudors ISBN-10: 1407178679</p> <p>Horrible Histories: Cruel Kings and Mean Queens ISBN-9781760270001</p>

Year 7 History Autumn Term Knowledge Organiser The Romans

Key Vocabulary:			Key Knowledge		Key Knowledge	
1	Significance	an event that leads to change in the future	8	Who are they? The Romans built up their empire through conquest or annexation between the 3rd century BC and the 3rd century AD. At its height, the Roman Empire stretched from north-western Europe to the Near East and encompassed all the lands of the Mediterranean	13	Roman Manchester The first migrants to build a large settlement here were the Romans after they built a fort here in 79AD. We can still see the legacy of the Romans in Manchester today – large roads such as Chester Road and Deansgate were originally built by the Romans. Even the name “Manchester” comes from the Roman word “Mamucium”.
2	Inference	a suggestion based on evidence. Enquiry – When you want to find out about a particular subject.	9	How did the Romans pass time? Most Romans enjoyed gladiator contests. There were two kinds of gladiator – the retiarius, who used a trident and a net, and different kinds of swordsman, such as the murmillio, the thraex and the secutor, armed in slightly different ways. Sometimes they fought each other, sometimes wild animals. Gladiators – including women gladiators – became as famous as modern footballers.	14	What happened in Pompeii? It is certain that when the eruption of Vesuvius started on the morning of 24 August, AD 79, it caught the local population utterly unprepared. Although at the same time, as we now know in retrospect, all the tell-tale signs were there to warn them The eruption lasted for more than 24 hours from its start on the morning of 24 August.
3	Continuity	when there is no change and everything stays the same	10	What did the Romans eat? Rich Romans held lavish meals with several courses. There was entertainment and lots of wine. When they had eaten as much as they could, the guests would make themselves sick so they could eat some more.	15	How do we know what happened in Pompeii? It is mainly thanks to the vivid eye-witness account of the younger Pliny (a Roman administrator and poet, whose many vivid letters have been preserved), that we have some understanding of what happened.
4	Mancunium	the order that events happen in.	11	What were Roman homes and towns like? The Romans built new towns . These were often protected by walls and there was everything a citizen of Roman Britain would need inside: <ul style="list-style-type: none"> ▪ houses ▪ shops ▪ temples ▪ meeting spaces ▪ workshops ▪ Bathhouses <p>People mainly lived in small villages of wooden houses with thatched roofs. The biggest city in Roman Britain was Londinium (London)</p>	16	What is history? The past: Who they were, what they thought and how they lived. Evidence: Each time period generates evidence. Interpretation: We use the evidence to try and understand what the past was like
5	Source	Something that tells us about history	12	What did Romans Bring to England? The Romans were very good at building roads and bridges . To make sure soldiers and supplies could move from town to town quickly, the Romans made their roads as straight as possible. Many Roman roads survive today, 2,000 years later. Imports into Britain included Samian ware pottery and Rhineland glass, olive oil, wine and salted fish.	17	How do we find out about the past? <ul style="list-style-type: none"> • Artefacts • Written evidence • Photographs • Statistics • Oral Evidence • Human remains
6	Interpretation	Reflecting on the past				
7	Historian	An expert in history				

Year 7 History Medieval King Problems Spring Term 2 Knowledge Organiser

Key Vocabulary:		
1	The Church	the Catholic religion led by the pope supported by archbishops and priests in every town and village.
2	Significance	an event that leads to change in the future.
3	The Pope	the leader of the Catholic Church, believed to be God's representative on Earth. There would be power struggles between the Pope and medieval kings
4	Heaven	the religious belief taught in the Bible and church services that if you have led a good life you will be rewarded by spending eternity in the home of God
5	Hell	the religious belief that if you have sinned during life you will spend the afterlife in a place of evil and suffering.
6	Human Rights	rights we are entitled to simply because we are human.
7	sources	evidence remaining from the past that we use to find out what happened.
8	interpretations	a point of view about a person/event

Why was the Church so powerful and who challenged it's power?	
9	<p style="text-align: center;">Why was the Church so powerful in the Medieval period?</p> <ul style="list-style-type: none"> • Showed path to heaven and hell- priests would forgive people's sins and help them get to heaven, it was taught in he Bible and on Doom paintings that good people who didn't sin went to heaven. • Helped the community- priests visited the sick and gave food, shelter and help to the poor • Rich – peasants had to give a tithe (a tenth) of their crops to the Church and King William had granted the Church 25% of the land in England. • Providing Entertainment & Social events- These included feasts and fairs, puppets shows, archery contests and dances. There were also drinking parties known as church ales and mystery plays.
10	<p style="text-align: center;">Who was Thomas Beckett?</p> <p>Thomas Beckett was the Archbishop of Canterbury and had been the closest friend of King Henry II. He was murdered in 1170 in Canterbury Cathedral by 3 knights. Thomas Beckett had been made Archbishop of Canterbury (he most powerful Church position in medieval England) by Henry II who was angry at the amount of power the Pope had over him.</p>
11	<p style="text-align: center;">Who is to blame for the murder of Thomas Beckett?</p> <p>The Knights- They did not have orders from the King. They decided to kill Becket just to gain the King's approval. They believed Henry really wanted Becket dead and they wanted to please him.</p> <p>Thomas Beckett himself- He had a good chance to escape but refused to go. He carried on the quarrel after he returned to England and he knew this would put him in danger. He seemed to want to be a martyr so that he could serve God and the Church. He knew that he would go to heaven.</p> <p>King Henry II- He more or less ordered the murder. It was clear that he wanted it done. Henry was angry at his former friend who was causing him so much trouble. He wanted him dead.</p>

Who challenged the king's power?	
12	<p style="text-align: center;">Why were the barons angry at King John?</p> <ol style="list-style-type: none"> 1. John went to war twice against the French king. He was beaten and lost land. 2. John raised taxes in England to pay for the wars. This upset his BARONS! He ordered them to pay far more tax than earlier kings had done. 3. He quarrelled with the Pope about how to run the Church. From 1208 until 1213, the Pope banned all church services in England and English people feared that they would all go to HELL!
13	<p style="text-align: center;">What did the Magna Carta promise?:</p> <p>The King must not interfere with the Church. When a baron inherits land he should pay the king no more than £100 The king cannot collect new taxes unless the barons and bishops agree. No freeman can be put in prison without a proper trial with a jury The king's men must not take anyone's goods/crops without paying for them. Justice will be given without delays or bribes Free men and traders must be able to travel freely without having to pay tolls. Barons will be fined only if the other barons say they are guilty.</p>

Year 7 History Spring Term Knowledge Organiser: How did the Normans transform England?

Key Vocabulary:			How did William gain complete control over England?		How did the Normans transform England?			
1	Feudalism	the system by which society was organised after the Normans came to England.	8	Castles		11	The Domesday Book:	
			Building castles helped the Normans gain control because:			For the Feudal System to work William needed to know exactly how rich the country was so he could collect the correct amount of money.		
			<ul style="list-style-type: none"> They provide a safe base for Norman lords and soldiers The English had never seen castles before so they were intimidated. A few Normans could control huge areas of land. They can be used to launch attacks on new areas not currently under Norman control. 			He sent out officials to find out who owned what and what it was worth. This way he could work out how much each place would pay. This is called the Domesday Book.		
						Also Within a few years of William the Conqueror becoming king, over 40 per cent of the land was in the hands of a small number of people, all of whom were foreign. The Normans abolished slavery after information collected for the Domesday Book had revealed that about 10 per cent of the people were enslaved.		
2	Normanisation	The way England was changed by the Normans after the conquest in 1066	9 Feudal System			12 Buildings:		
			The King- William said that all of the land was his. He kept 20% for himself and 25% he gave to the Church. The rest he gave out to his followers.			They were master builders and introduced the Romanesque style to England. Hundreds of castles, abbeys and cathedrals were built during the reign of William and his son William Rufus. These imposing structures served different purposes but they all reminded the population that the Normans were to be a permanent presence in England.		
			Barons (about 200)			13 Surnames:		
			They were allowed to control the land William gave them. In return they had to build castles and provide William with money and soldiers.			The way we name ourselves also comes from the Normans because they introduced the system of surnames to show people's occupations or where they had migrated from.		
			Knights (about 4000)			14 Language:		
			The barons allowed their knights to control some of the land. In return they had to promise to fight for the barons if asked.			The Normans also introduced a new language, a dialect of Old French, although for some time only the conquerors would have understood it which meant that there was one language for the rulers and another for the ruled. Over time Old English and Old French came together in one language.		
			Peasants (about 2 million)					
			They worked on the land and got protection from the knights. They had to give away part of their crop. They had little freedom. They were not allowed to leave their land without permission and even had to ask to get married.					
			10 Harrying of the North:					
			In the winter of 1069 – 1070 William was faced with local rebellions in northern England. In order to punish those taking part William destroyed large parts of the north. William's 'scorched earth' policy came to be known as the 'Harrying of the North'. As a consequence the North had lost over half its wealth and population since 1066.					
3	Norman	People originally from Northern France, led by William, Duke of Normandy and later the King of England.						
4	Anglo-Saxon	people originally from tribes around Germany who had migrated to England after the fall of the Roman Empire.						
5	Monarchy	A country led by a king or queen						
6	Interpretation	a point of view about a person/event						
7	Inference	a suggestion/guess based on evidence.						

Year 7 History Medieval King Problems Summer Term 2 Knowledge Organiser

Key Vocabulary:			Why was the Church so powerful and who challenged it's power?		Who challenged the king's power?			
1	The Church	the Catholic religion led by the pope supported by archbishops and priests in every town and village.	9	Why was the Church so powerful in the Medieval period?	12	Why were the barons angry at King John?		
2	Significance	an event that leads to change in the future.	<ul style="list-style-type: none"> • Showed path to heaven and hell- priests would forgive people's sins and help them get to heaven, it was taught in he Bible and on Doom paintings that good people who didn't sin went to heaven. • Helped the community- priests visited the sick and gave food, shelter and help to the poor • Rich – peasants had to give a tithe (a tenth) of their crops to the Church and King William had granted the Church 25% of the land in England. • Providing Entertainment & Social events- These included feasts and fairs, puppets shows, archery contests and dances. There were also drinking parties known as church ales and mystery plays. 		<ol style="list-style-type: none"> 1. John went to war twice against the French king. He was beaten and lost land. 2. John raised taxes in England to pay for the wars. This upset his BARONS! He ordered them to pay far more tax than earlier kings had done. 3. He quarrelled with the Pope about how to run the Church. From 1208 until 1213, the Pope banned all church services in England and English people feared that they would all go to HELL! 			
3	The Pope	the leader of the Catholic Church, believed to be God's representative on Earth. There would be power struggles between the Pope and medieval kings			10	Who was Thomas Beckett?	13	What did the Magna Carta promise?:
4	Heaven	the religious belief taught in the Bible and church services that if you have led a good life you will be rewarded by spending eternity in the home of God			<p>Thomas Beckett was the Archbishop of Canterbury and had been the closest friend of King Henry II. He was murdered in 1170 in Canterbury Cathedral by 3 knights. Thomas Beckett had been made Archbishop of Canterbury (he most powerful Church position in medieval England) by Henry II who was angry at the amount of power the Pope had over him.</p>		<p>The King must not interfere with the Church. When a baron inherits land he should pay the king no more than £100</p> <p>The king cannot collect new taxes unless the barons and bishops agree.</p> <p>No freeman can be put in prison without a proper trial with a jury</p> <p>The king's men must not take anyone's goods/crops without paying for them.</p> <p>Justice will be given without delays or bribes</p> <p>Free men and traders must be able to travel freely without having to pay tolls.</p> <p>Barons will be fined only if the other barons say they are guilty.</p>	
5	Hell	the religious belief that If you have sinned during life you will spend the afterlife in a place of evil and suffering.	11	Who is to blame for the murder of Thomas Beckett?	14 To what extent did the Mana Carta change our rights? <p>Remember that most people were o barons or churchmen in the medieval period so a lot of the provisions in the Magna Carta would not have applied to them.</p> <p>However two of the most important provisions- the right to a trial and the fact that the king and his government are not above the law are still important parts of the law today.</p> <p>The Magna Carta also inspired lots of other human rights documents around the world such as the American Constitution.</p>			
6	Human Rights	rights we are entitled to simply because we are human.	<p>The Knights- They did not have orders from the King. They decided to kill Becket just to gain the King's approval. They believed Henry really wanted Becket dead and they wanted to please him.</p> <p>Thomas Beckett himself- He had a good chance to escape but refused to go. He carried on the quarrel after he returned to England and he knew this would put him in danger. He seemed to want to be a martyr so that he could serve God and the Church. He knew that he would go to heaven.</p> <p>King Henry II- He more or less ordered the murder. It was clear that he wanted it done. Henry was angry at his former friend who was causing him so much trouble. He wanted him dead.</p>					
7	sources	evidence remaining from the past that we use to find out what happened.						
8	interpretations	a point of view about a person/event						

Year 7 History Summer Term Knowledge Organiser: What was it like to live in Tudor England?

Key Vocabulary:			How did life change in Tudor England?		How did life change in Tudor England?	
1	Heir	The person (usually the oldest son to the current monarch) who is next in line to the throne	8	Henry VIII's problems and how he solved them	11	Was it a golden age?
2	succession	The act of becoming the next king or queen	<p>Henry was desperate for a son for an heir to the throne; Catherine (his first wife) had become too old to have a child Henry had fallen in love with Anne Boleyn. Henry needed a divorce – the Pope said no! Henry had spent a lot of money on costly wars.</p> <p>How did Henry deal with his problems? Henry 'Broke with Rome' and established the Church of England. This allowed Henry to have more control and power over England as well as divorcing Catherine of Aragon. Henry closed down the monasteries and took their riches for himself. Henry married a third time still seeking a son – Jane Seymour gave birth to Edward.</p>		<p>Exploration England discovered new lands and people and so England became a major power. Sir Walter Raleigh captured £400,000 (worth £200 million today!) from Spanish ships for England</p> <p>Literature Poetry and plays were very popular e.g. Shakespearean plays</p> <p>Education Extremely important during Elizabeth's reign. Girls were starting to receive some education and grammar schools were built for boys. Literacy increased to 30% of the population</p> <p>Theatre Many theatres were built showing plays e.g. Romeo and Juliet. The theatre portrayed Elizabeth very positively and allowed social classes to mix.</p>	
3	Catholic	The only Christian religion before the reformation. They believed church services should be in Latin and priests shouldn't marry	9	Did Henry VII improve England?	12	Black Tudors
4	Protestant	The new Christian religion created by those who believed that Catholicism had become corrupt. They believed the church services should be in English and priests should be able to marry.	<p>Successes Henry was the 'father' of the Royal Navy • Historians argue Henry established England as a powerful country • Henry was extremely clever; he wrote poetry, knew several languages and wrote books • Henry founded Christ Church College</p> <p>Failures Henry shut down the monasteries and took their riches for himself. • As a young King, Henry was more interested in sports and parties than ruling England • Henry beheaded two of his wives – Anne Boleyn and Catherine Howard • Henry executed men who opposed him • Henry argued with the Pope and 'Broke with Rome' for his own personal reasons; a divorce</p>		<ul style="list-style-type: none"> • We know of over 200 people of African origin who lived in Tudor England. • They lived in different places, from cities to country villages. Some even lived at the courts of monarchs. • John Blanke was a trumpeter, Cattelena of Almondsbury was a maker and seller of butter, Jacques was a diver and Mary Ellis was a servant and seamstress 	
5	Reformation	When the Catholic Church split into Catholic and Protestant.	10	What challenges did Elizabeth face as queen?	13	What was it like to be poor?
6	Pope/Papacy	The pope is the head of the Catholic Church, people believed that he had been appointed by God to lead the Church and to get to heaven people had to follow the rules of the Catholic Church	<p>Religious issues</p> <ul style="list-style-type: none"> • Elizabeth was Protestant and some Catholics plotted • She introduced laws which didn't allow Catholics to attend mass or have priests in their home • Spain and France were Catholic and very powerful <p>Mary Queen of Scots</p> <ul style="list-style-type: none"> • Mary was Elizabeth's cousin and heir to the throne as Elizabeth had no children-she was Catholic! <p>The issues of marriage</p> <ul style="list-style-type: none"> • Francis, Duke of Alencon - Catholic, French prince, young • Phillip II of Spain- Catholic, Spanish King had been married to Elizabeth's sister Mary before she died. • Robert Dudley, Earl of Leicester- A Protestant, English member of Elizabeth's royal court. They had been friends since childhood 		<p>The Elizabethans believed that if you were poor it was your own fault and called unemployed homeless people 'sturdy beggars' and punished them for not having a job or home by whipping or burning a hole in their ear. There was more people than ever in poverty due to a population increase, failed harvests and loss of jobs.</p>	
7	Break with Rome	Henry broke away from the Catholic Church			14	Mughal India
					<ul style="list-style-type: none"> • Generated 22% of the world's economy • Traded goods such as copper, silk, precious stones, iron and salt. • The emperor created a new, fairer tax system, where everyone paid 30% of their wages and he spent it on building new towns. • most ordinary people lived in mud style homes • 15% of people lived in urban areas 	