Rayner Stephens
HIGH SCHOOL

Curriculum Intent

for

History

We aim 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

Rayner Stephens High School

YEAR 11

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 fro 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

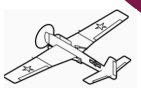
YEAR 10

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 9

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 8

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 8 - History						
Curriculum intent	Knowledge of history is key to understanding the world around us and our place within it. Students will be building on both the key skills and the knowledge they acquired last year. They will be examining the continuing development of the role of the monarchy and its conflict with parliament alongside the continuing importance of religion in early modern Britain. They examine how Britain interacted with the wider world both in the development of the British Empire and the slave trade and how both of these developments affected Britain and the wider world. Students will chart the developing role and power of parliament and how people fought for and achieved greater rights before completing the year by examining the causes of World War One and how common misconception shave shaped our understanding of the events of the Great War. Throughout the year learners will be building and developing the key literacy and historical skills they were introduced to in year 7					
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Why did we kill our king?** • Power of parliament • Causes of English Civil War • Causes of the execution of Charles II • Interpretations of Oliver Cromwell	**Why did Manchester become known as Cottonopolis?** • Causes of Industrial Revolution • Changes in Manchester and Britain • Role of cotton	**How did Britons fight for their rights?** • History of Rights and voting • Peterloo • Reform Act • Chartists	**What is Manchester's role in the slave trade?** • Triangular trade • How Britain benefitted from slavery • Manchester • Abolition of slavery	**How did Britain change the world and how did the world change Britain?** • East Indian Company • Robert Clive • Indian 'mutiny' • British Raj and Amritsar	**Why did 1 million men die?** • Long Term causes of WW1 • Assassination of Archduke Franz Ferdinand • Events of WW1 • Soldiers of WW1
Skills	Causation Significance Inference Sources Evaluation Reaching a judgement Interpretations	Causation Consequence Change and continuity Inference Reaching a judgement	Causation Consequence Significance	Causation Significance Sources	Causation Consequence Interpretations	Causation Significance Sources Evaluation Reaching judgements Interpretations
Assessments	Topic 1: extended writing **Why did the English Civil War happen?**	Topic 2 extended writing **Why did Manchester become known as Cottonopolis?** Exam 1 after Topic 2	Topic 3: Extended writing **Which group was the most significant in the fight for rights?**	Topic 4 extended writing **Why was slavery abolished?** Exam 2 after Topic 4 • Multiple choice questions	Topic 5: Extended writing **Why are there different interpretations of events in Indian history?**	Topic 6 extended writing **Why did 1 million men die?** Exam 3 after Topic 6 • Multiple choice questions

		• Multiple choice questions • Recall questions • Extended piece of writing		• Recall questions • Extended piece of writing		• Recall questions • Extended piece of writing
Enrichment	Books: ·The Time Traveller's Guide to Restoration Britain ISBN-10: 0099593394 ·I Coriander Sally Gardner ISBN-10: 1842555049	Books: My Story: Mill Girl Sue Reid ISBN-10: 1407103733 Liberty's Dawn: A People's History of the Industrial Revolution by Emma Griffin ISBN-10 : 0300205252 Places of Interest: Museum of Science and Industry Liverpool Road Castlefield Manchester M3 4FP Quarry Bank Mill Styal Rd, Styal, Wilmslow SK9 4LA	Books: Revolution by Jennifer Donnelly ISBN-10: 1408801515 Peterloo: Witness to a Massacre: Graphic Novel ISBN-10: 1780264755 Places of Interest: People's History Museum Left Bank, Manchester M3 3ER Peterloo Massacre Memorial Windmill St, Manchester M2 3DL Film & Documentaries: Private Life of the Industrial Revolution: Social Change Available on YouTube	Books: Barmy British Empire (Horrible Histories) Terry Deary ISBN-10:1407104217 Sugar in the Blood: A Family's Story of Slavery and Empire: A Family Memoir ISBN-10: 1846270723 Film & Documentaries: Britain's Forgotten Slave Owners Available on iplayer	Books: Indian Mutiny: Hanuman Singh, India, 1857-1858 (My Story) ISBN-10: 0439981085 A Moment Comes by Jennifer Bradbury ISBN-10: 1534439498 Film & Documentaries: BBC Empire Episode 2 - Making Ourselves at Home Documentary - Jeremy Paxman Available on YouTube	Books: Poppy in the Field by Mary Hooper – 9781408827635 Medal for Leroy by Michal Morpurgo – ISBN-10: 0007339682 Armistice Runner by Tom Palmer – ISBN-10: 1781128251 Place's of interest: Imperial War Museum North, Trafford Wharf Road, The Quays, Manchester, M17 1TZ Museum of the Manchester Regiment Town Hall, Ashton Under Lyne, OL6 6DL

Year 8 History Spring Term Knowledge Organiser

Key Vocabulary:

1	Industrial Revolution	a period of rapid change in science and technology. Britain transformed from a rural to an urban society.
2	Reform	to change and make something better.
3	Protest	a statement or action to express disapproval or objection to something.
4	Revolution	to cause rapid and sudden change.
5	Martyr	someone who has killed for their religious or other beliefs
6	Democracy	a political system which is rule of the people.
7	election	an organized choice by people for MPs to represent them in parliament.
8	Chartism	– a reform movement of 1837–48, who called for universal suffrage for men, equal electoral districts, voting by secret ballot, abolition of property qualifications for MPs, and annual general elections.

What were people rights in 1800 and who tried to improve these rights?

9 What were people's rights in 1800?

a. No man under 21 can vote … no women at all.
b. Only men who own property worth 40 shillings a year could vote- 5% of population.
c. Voting is not in secret … you have to announce who you're voting for.
d. Each man standing for elections is called a candidate. The candidate with the most votes becomes an MP. They are not paid!
e. As an MP you will probably belong to one of the two main political parties.
f. The political party which has the most MPs forms the government and its leader becomes Prime Minister. The government make the laws.
g. Huge new towns like Manchester and Birmingham had no MPs.
h. Workers cannot form unions or groups to support them in their efforts to get better pay and conditions.

10 What was the Peterloo Massacre?

16 August 1819 – up to 60,000 people attended a speech by Henry Hunt they were angry about working conditions and that Manchester had no MP and only the rich could vote. Soldiers called in to stop the protest and18 people died and 650 injured. Initially the impact was negative as henry Hunt was arrested and radical newspapers were shut down and meetings of over 50 people were made illegal. However in the long run it inspired the 1832 Great Reform Act and led to the establishment of the Manchester Guardian.

11 What was the 1832 Great Reform Act?

the Reform Act of 1832 increased the electorate from around 366,000 to 650,000, which was about 18 per cent of the total adult-male population in England and Wales. The vast majority of the working classes, as well as women, were still excluded from voting and the Act failed to introduce a secret ballot.

12. Who were the Tolpuddle Martyrs?

The Tolpuddle Martyrs were workers were agricultural workers who were convicted in 1834 of swearing an illegal oath and sentence to transportation to Australia. The public protested with the Copenhagen Field Demonstration where 35,000 to 100,000 people attended and then sent a petition to Parliament. This resulted in the government pardoning the Tolpuddle Martyrs and led to the establishment of trade unions

What were people rights in 1800 and who tried to improve these rights?

13 Who were the Chartists?

The Chartists were a reform movement of 1837–48 who sent petitions to parliament with many signatures demanding six things.

1. Vote for all men over 21.
2. Secret ballot.
3. No property qualification for MPs.
4. Payment of MPs.
5. Equal constituencies.
6. Annual elections.

While none of these changes happened when the Chartists were campaigning, eventually all but one of their aims were achieved.

- **1858-** the property qualification was abolished.
- The vote was extended to more men in **1867** & **1884**.
- In **1918** all men over 21 and many women over 30 could vote.
- Secret ballot introduced in **1872**.
- In **1885** electoral districts = equal.
- **1911** MPs received a wage

14 What are people's rights in the 21st century?

a. Men and women can vote - be 18 or over on the day of the election
b. elections every 5 years and usually the first Thursday in May
c. Voting is in secret … you will cast your vote in private and then place in the box folded. You can also vote by post.
d. Each person standing for elections is called a candidate. The candidate with the most votes becomes an MP. They are well paid.
e. There are a variety of different parties to choose from and each has very different ideas – Conservatives, Labour, Lib Dems, Independent Parties.
f. The political party which has the most MPs forms the government and its leader becomes Prime Minister. The government make the laws.
g. The UK has 650 parliamentary constituencies each providing 1 MP. Every person in the country is represented by an MP
h. People have the right to join a trade union and take part in variety of union activities such as striking on order to achieve better pay and conditions.

Year 8 Histroy Autumn Term Knowledge Organiser Why did we kill out King?

Key Vocabulary:		
1	**Monarch**	the king or queen of a country
2	**Divine Right of Kings**	the belief that God has chosen someone to be king
3	**Civil War**	War where a country splits and begins fighting itself A supporter of Parliament during the Civil War
4	**Parliamentarian**	A supporter of the king during the Civil War
5	**Royalist**	a nickname for a Parliamentarian
6	**Roundhead**	a nickname for a Royalist
7	**Cavalier**	a nickname for a Royal ist
4	**Treason**	a serious crime committed against the monarch/state.
5	**Executed**	When a prisoner is put to death e.g. by beheading.
6	**Catholic**	the newer and reformed version of Christianity
7	**Puritan**	the oldest and most tradition form of Christianity.

Key knowledge

8 Rump Parliament

a name given to the parliament that governed Britain from 1648 to 1653 and from 1659 to 1660, after the Long Parliament had been reduced in size

9 Royalist

1. House of Lords
2. North and West England
3. Large landowners
4. More rural
5. Led by Charles I and Prince Rupert

10 Roundheads

1. House of Commons
2. South and East England
3. Puritans
4. Merchants and townspeople

11 Was Oliver Cromwell a hero or a villain?

- He ended harsh taxes
- He ended the Civil War
- He established rules for Parliament to build on in the future.
- He reduced the power of the monarchy
- He was cruel and brutal
- He rejected religious freedom
- He didn't allow entertainment e.g. theatres

12 The execution of Charles I

He was to be tried by 135 judges who would decide if he was guilty or not. In fact only 68 turned up for the trial. Those that did not were less than happy about being associated with the trial of the king. In fact, there were plenty of MPs in Parliament who did not want to see the king put on trial but in December 1648, these MPs had been stopped from going into Parliament by a Colonel Pride who was helped by some soldiers. The only people allowed into Parliament were those who Cromwell thought supported the trial of the king. This Parliament was known as the “Rump Parliament” and of the 46 men allowed in (who were considered to be supporters of Cromwell), only 26 voted to try the king. Therefore even among those MPs considered loyal to Cromwell, there was no clear support to try Charles.

Key Knowledge

13 Economic (money)

Charles I raised taxes without the permission of Parliament and used Ship tax on himself. He bought expensive art.

14 Religious

Charles I married a catholic people were worried he would turn the country Catholic. He introduced a new prayer book in Scotland

15 Political (power)

.Charles I didn’t listen to Parliament and was very arrogant and believed in the divine right of kings. He dissolved Parliament.

16 New Model Army

In February 1645, the House of Commons decided to form a new army of professional soldiers. This became known as the New Model Army. It was made up of ten cavalry regiments of 600 men each, twelve foot regiments of 1,200 men

17 Advantages and disadvantages:

Advantages:
- It is fast at sorting large amounts of data

Disadvantages:
- More complicated to code
- Uses more memory when running the algorithm

Year 8 History Summer Term Knowledge Organiser: Was it all mud, blood and poppycock?

Key Vocabulary:

1	Nationalism	The belief that your country is better than anyone else's
2	alliances	A group of countries who agree to support each other when needed
3	Imperialism	The desire to take over and conquer other countries
4	militarism	Building up of armed forces, navy and so on
5	colony	A territory/country controlled by another country
6	Arms race	A competition between two or more countries to have the best armed forces. This normally involves recruiting and training more soldiers and developing new, better weapons
7	assassination	A murder of an important person by a sudden or secret attack of ten for political reasons
8	conscription	Forcing men to join the army
9	artillery	Large weapons which fired shells over large distances
10	trenches	A long narrow corridor dug into the ground, the earth is used as a shelter from enemy attack or fire

Why dd WW1 start?

11 Long term causes

- **Militarism** – e.g. naval race between Germany and Britain
- **Alliances** - a number of alliances had been signed by countries between the years 1879 and 1914, notably the Triple Alliance and the Triple Entente. These were important because they meant that some countries had no option but to declare war if one of their allies declared war first.
- **Imperialism** - the amount of lands 'owned' by Britain and France increased the rivalry with Germany who had entered the scramble to acquire colonies late and only had small areas of Africa.
- **Nationalism** - means being a strong supporter of the rights and interests of one's country, this caused tension among large areas of both Austria-Hungary and Serbia were home to differing nationalist groups, all of whom wanted freedom from the states in which they lived.

12 Assassination of Archduke Franz Ferdinand

28th June 1914- Assassination of Archduke Franz Ferdinand A member of the Austrian royal family and heir to the throne was sent to Sarajevo-the capital of Bosnia- a country which Austria had just taken over. Assassinated by Gavrilo Princip – a member of the Black Hand Gang which opposed the Austrian takeover of Serbia. This led to the Austro-Hungarians declaring war on Serbia.

13 Timeline to war

1. **June 28 - Archduke Franz Ferdinand, prince to the Austria-Hungary throne, is assassinated**
2. **July 23 - Austria-Hungary demands Serbia pay for the assassination of Franz Ferdinand.**
3. **July 28 - Austria-Hungary declares war on Serbia. Russia begins mobilizing its troops.**
4. **Aug 1 - Germany declares war on Russia.**
5. **Aug 3 - Germany declares war on France**
6. **Aug 4 - Germany invades Belgium. Britain declares war on Germany.**

What was it like to experience WW1?

14 weapons

- The early 20th century a number of technological innovations created entirely new classes of weapons.
- These WW1 weapons were responsible for the staggering scale of death in the war.
- These new weapons included; rifles, machine guns, gas (chlorine, mustard and phosgene), tanks, planes and torpedoes. Weapons were being developed to break the stalemate.

15 Trenches

- Trench warfare occurred after the failure of the Schlieffen plan.
- It is a form of warfare in which trenches are dug and soldiers are able to have some protection.
- For the soldiers, conditions were terrible. Rain and cold were constant problems. Artillery fire destroyed the drains, so the battlefields became bogs of mud – often, men drowned in the mud. Sanitary arrangements were unsatisfactory, and disease killed as many men as the enemy.

16 Illness

- Trench fever – transmitted by lice, it caused flu like symptoms.
- Trench foot – soldiers stood in the mud and waterlogged trenches, which caused painful swelling in their feet. Later gangrene would set in and the foot would need amputating.
- Shell-shock – caused by the stressful conditions of war, led to symptoms such as tiredness, nightmares, shaking and a mental breakdown. Around 80,000 British troops were effected.

17 Mud, Blood and Poppycock

- The popular view of the First World War remains that of 'Blackadder': incompetent generals sending brave soldiers to their deaths.
- Another popular view is that the soldiers spent all of their time in horrible muddy and disgusting trenches and slaughtered in their very dangerous front line trenches

Year 8 History Summer Term Knowledge Organiser Slavery

Key Vocabulary:

1	**Slavery**	the act of making a person the legal property of another.
2	**Industrial Revolution**	a period of rapid change in they way people lived and worked.
3	**Trade**	buying and selling goods and services.
4	**Plantation**	an estate where crops such as sugar, tobacco and cotton are grown usually by enslaved people.
5	**Abolition**	the act of getting rid of a system or practice such as slavery.
6	**Civilisation**	the stage of human existence that is considered the most advanced.
7	**Barriers to development**	geographical factors which make it difficult for communities to advance.

Africa and other countries around the world

8 What was Africa like before slavery? Some people believed....

"Africa is full of heathen cannibals ... A people of beastly living without God, law or love."

9 What was Africa like before slavery? Malian Empire

- Mali traded with many countries and traded products such as animal skins, grain, meat and copper. West Africa was also the leading supplier of gold to the world
- Mali was very religious and one of their most impressive buildings was a mosque built from stone
- Mali had 150-180 Qur'anic schools and the king had a great respect for learning
- Houses were made from clay covered sticks with thatched roofs there were many shops in he town of Timbuktu

10 Reasons for lack of development

- East-West Axis of the continent= this affects the rate at which crops, animals, and inventions spread around the continent
- A small number of domesticable plants and animals= The big five animals that have been domesticated are: cow, sheep, pig, goat and horse. These are not originally from Africa
- Societies too small and not sedentary= A sedentary lifestyle means humans can keep and own possessions that don't need to be carried anywhere, they can live in towns and cities and focus on inventing or developing different things.

11 Triangular trade:

The Triangular trade between Britain, West Africa and America and the Caribbean

Britain, life as a slave and abolition

12 How did Britain benefit from the slave trade?

Money and jobs: In 1700s Bristol slave ships made a profit of £8000 per trip and Bristol and Liverpool combined made a profit of £1 million a year

Industry: The factories of Manchester depended on the cotton grown on the plantations in America

Power: Ports such as Liverpool, Hull and Bristol grew into important an powerful cities

13 Life of an enslaved person:

1. Captured in **West Africa** and traded for guns or other items
2. Taken on the **Middle Passage**- this is journey that took several weeks from Africa to either the **Caribbean or the Americas**.
3. Enslaved people were sold at an **auction**- to the highest bidder- a strong man would go for the most expensive price.
4. Enslaved people would live and work on a **plantation** these are the estates in America and the Caribbean where slaves would grow **sugar and cotton** to be sold.

14 Why was slavery abolished:

1. Passive resistance of slaves such as acting 'slow', keeping up culture and traditions
2. Actions of white abolitionist such as Granville Sharp and William Wilberforce who formed the Society for the Abolition of the Slave Trade in 1787 and collected evidence about how horrible the slave trade
3. Active resistance of slaves such as revolts by men such as Nat Turner and events such as in 1791, the slaves on Haiti rebelled, killed many plantation owners and set fire to the sugar cane fields. This revolt was led by Toussaint L'Ouverture,
4. Money- demand for slavery decreased as it became less profitable- 1770s, the price of sugar dropped so in 1771, plantation owners in Barbados (in the West Indies) bought 2728 slaves from Africa, the next year they bought none.
5. Actions of Black abolitionists such as Olaudah Equiano who eventually was able to buy his freedom and he moved to Britain permanently and wrote his life story. This was a bestseller and turned any people against slavery. and Solomon Northrup