

Subject: History

Curriculum Intent

The History Department curriculum is designed to ensure all students that study history develop the ability to think like a historian – that is to say, all students are able to form historical accounts and arguments. We also teach the fundamental skills that allow all students to understand the importance of the people that have come before us. Our knowledge based yet learning centred approach realises our vision of seeing all students progress their knowledge of the past, allowing them make connections with other periods of history and the world around them today. We will see students systematically develop the essential substantive and disciplinary concepts that are the foundations of historical understanding. In addition to this, we ensure that all students learn specific knowledge to ensure that they can apply the knowledge of their concepts. The History department wants to use EWC to drive connections to the past by ensuring all students get to visit historical sites and meet people with significant life experience. In doing so, they will immerse themselves in the ‘cultural capital of time’, while also developing empathy and understanding of the lives of people from different backgrounds to themselves. We pride ourselves on the fact that by the time the students stop studying history at Riverside, they will have encountered history in which they can see themselves in and have developed a real connection to the past and are able to critically interrogate historical and modern-day writing, using the skills they have acquired.

Year 7 Topics

- Term 1: We study the concept of **conquest** through the study of the following enquiries:
 - ❖ Why did Boudicca rebel against Roman rule?
 - ❖ What do we know about the person buried in grave 511? (Vikings)
 - ❖ To what extent did Anglo-Saxon England survive the Norman conquest?
- Term 2: We study the concept of **authority** through the study of the following enquiries:
 - ❖ To what extent did Magna Carta live up to its promise?
 - ❖ Why has Mansa Musa been remembered as the greatest Mansa in history?
 - ❖ Why was Charles I *eventually* executed?
- Term 3: We study the concept of **democracy** through the study of the following enquiries:
 - ❖ How similar were the ideas of the American and French revolution?
 - ❖ To what extent did the Great Reform Act of 1832 bring about fundamental change to the British political system?
 - ❖ Why was Fern Riddell so compelled to tell the story of Kitty Marion?

Year 8 Topics

- Term 1: We study the concept of **empire** through the study of the following enquiries:
 - ❖ How did Genghis Khan ‘conquer the world’?
 - ❖ Where can we find the Koh-i-Noor and why is it there? (British Empire)
 - ❖ How deep a mark has trans-Atlantic slavery made on the world?

- Term 2: We study the concept of **class & status** through the study of the following enquiries:
 - ❖ How far did the Renaissance change Europe between 1300 and 1700?
 - ❖ For whom was the Industrial Revolution “liberty’s dawn”?
 - ❖ Whose story is *Made in Dagenham?* (Local study – Dagenham Motors and Equality Act)
- Term 3: We study the concept of **protest** through the study of the following enquiries:
 - ❖ Why did the British Empire collapse so quickly after WWII?
 - ❖ What is at the forefront of Steve McQueen’s retelling of the experiences of West Indian communities in Britain? (Small Axe)
 - ❖ To what extent was Martin Luther King the most significant leader of the Civil Rights Movement?

Year 9 Topics

- Term 1: We study the concept of **political ideologies** through the study of the following enquiries:
 - ❖ Why did Figs describe the Russian Revolution as ‘A People’s Tragedy’?
 - ❖ How much did the 20th century dictators have in common?
 - ❖ How did the Holocaust develop in the village of Oberstdorf?
- Term 2: We continue to look at the concept of **political ideologies** through the study of the following enquiry:
 - ❖ Why did the Vietnam War fail?
- Term 2: We study at the concept of **religion** through the study of the following enquiry:
 - ❖ Where did the Reformation matter in the 16th century?
- Term 3: We study life in **Elizabethan England**, by considering the following enquiries:
 - ❖ How convincing is it to say that Elizabeth depended on her government?
 - ❖ How threatening were religious groups to Elizabeth’s reign?
 - ❖ To what extent was there a ‘Golden Age’ in Elizabethan England?
 - ❖ Why did the Spanish Armada fail?

Year 10 Topics

- Term 1 (into Term 2): We study democracy and dictatorship in **Germany, 1888-1945**, by considering the following enquiries:
 - ❖ How did the Kaiser change Germany?
 - ❖ Why was the Weimar government so unpopular between 1919 and 1923?
 - ❖ How convincing is to say Stresemann saved Germany?
 - ❖ To what extent was Hitler responsible for his rise to power?

- ❖ How convincing is to say that fear was more important than propaganda in controlling Germany?
- ❖ To what extent did the Nazis change the lives of Germans?
- Term 2 (into Term 3): We study **conflict and tension between East and West, 1945-75**, considering the following enquiries:
 - ❖ How did the Cold War begin?
 - ❖ Why did Berlin become a focal point of the Cold War?
 - ❖ To what extent was the Cold War in the early 1950s fought differently than in the 1940s?
 - ❖ To what extent was there a 'Thaw' in the Cold War?
 - ❖ Which event caused the most tension in the 1960s?
 - ❖ To what extent did the tensions in the Cold War ease in the late 1960s?
- Term 3: We study the environment study selected by the exam board (Elizabethan England).

Year 11 Topics

- Term 1 (into Term 2): We study Britain: **Health and the People**, c.1000-modern day, considering the following enquiries:
 - ❖ How significant was the work of Hippocrates and Galen to explain and treat disease?
 - ❖ Who challenged long-held beliefs about diseases?
 - ❖ How was surgery and anatomy similar between c.1000 and 1800?
 - ❖ What was the main factor in the development of surgery and anatomy?
 - ❖ How similar were conditions in medieval and industrial towns?
 - ❖ To what extent did public health drastically improve in the 20th century?
- Term 2 (through to exams): We prepare students for their exam, through revision activities.

Year 12 Topics

- Edexcel Paper 1G (teacher 1): Germany and West Germany, 1918-1989. We look at the themes of political stability, opposition and control, economic developments, aspects of life inc. experiences of women, ethnic minorities and youth, and why WWII began.
- Edexcel Paper 2G (teacher 1): Italy and the rise of fascism, 1918-1945. We look at liberal Italy, the rise of Mussolini, the impact of Mussolini's policies on Church, state and the Italian people, and the nature and impact of Mussolini's foreign policies.

Year 13 Topics

- Edexcel Paper 35 (teacher 1): Britain – Losing and Gaining an Empire, c.1763-1914. We look at the themes of trade and navy, as well as case studies: America, Australia, Canada, India, Egypt, Sudan.
- Coursework (teacher 2): Italian foreign policy

GCSE Specification Details and Assessment:

AQA History <https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

A level Specification Details and Assessment:

Pearson Edexcel Level 3 Advanced GCE in History (9HI0)

https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf

