

## RMGS CURRICULUM MAP HISTORY DEPARTMENT

### CURRICULUM INTENT

Our guiding philosophy with our history curriculum is to help students gain a greater understanding of what motivates mankind. Through the study of a potted narrative of our national History, set sometimes with the context of the wider world, we aim to let students investigate and evaluate the behaviour of groups and individuals of the past in order to understand the events of the past. Broadly speaking, we will categorise the reasons for the behaviour of those we study into the four categories of; political, social, economic and ideological motivations, and our desire is to leave students with an understanding how events of the past played out, whilst helping them form their own moral compass when faced with choices today.

We wish to enthuse and create an empathy for the people of the past whilst giving students an insight into the way the past has shaped our world today. We hope to see students leave Rainham Mark with knowledge of the significance of historical events and the relevance of history to the present day; allowing them to have a mature understanding of the complexity and difficulties that have developed in the present day.

We wish to return throughout our curriculum to a set of core secondary concepts that have repeatedly affected the lives of the past and have consistently fascinated and provided a wealth of material for historians to investigate.

- **The role of power:** Via a study of key individuals and government systems
- **The role of opposition:** Including the variety of ways power has been challenged
- **Social and cultural changes:** Including their effects of the lives of the multitudes
- **Ideological developments:** From the formation of religious doctrines to the more secular ideologies of the 19<sup>th</sup> and 20<sup>th</sup> century.
- **Economic developments:** Including a variety of models and the impact of large-scale changes on life
- **Conflict:** War as the 'locomotion of history' has been a constant in our explanation of the past and often the source of rapid change.

We want these concepts to be the reference points that our students will think back to when considering the challenges they will face in the future. At its very best, these points will move beyond simplistic comparison and the old adage that history will simply repeat itself; they will allow student to make complex judgements on how the past can inform our understanding of the present.

Finally, we will also make provisions in our teaching to explore the uses and abuses of history in public life and consciousness. We want to create an awareness of how the selection of certain aspects of history (and also through our own choices) how the power of some historical narratives, or the omission or neglect of other historical narratives can be used to serve a specific or political purpose.

### Termly Curriculum Overview

Year Group	Autumn 1	2	Spring 3	4	Summer 5	6
7	The Norman Conquest  Assessment – Evaluation of factors question	The Norman Conquest & Settlement  Assessment - Historical significance question	Medieval Kingship  Assessment – Historical Account question	Depth study: King John  Assessment – Source utility question	Medieval Society, the Black Death & Peasants’ Revolt  Assessment – Source (How convincing question)	Medieval Religion and the Crusades  Assessment – End of Year Exam

8	<p>The Renaissance</p> <p>Assessment – Historical account question</p>	<p>The Renaissance &amp; The Early Tudors and the Reformation</p> <p>Assessment – Significance question</p>	<p>The Tudors and the Reformation</p> <p>Assessment – Comparison question</p>	<p>The causes of the English Civil War</p> <p>Assessment – Historical account question</p>	<p>The Event of the Civil War and the execution of Charles I</p> <p>Assessment – Source utility question</p>	<p>Oliver Cromwell and the Restoration</p> <p>Assessment – End of Year Exam</p>
9	<p>The Origins of WWI</p> <p>Assessment - Historical significance question</p>	<p>Conflict in WWI</p> <p>Assessment – Source (How convincing question)</p>	<p>The Causes of WWII</p> <p>Assessment – Source utility question</p>	<p>The events of WWII including the Holocaust</p> <p>Assessment – Comparison question</p>	<p>GCSE: The American West –Plain Indians</p> <p>Assessment – Historical Explanation question</p>	<p>GCSE: The American 1840-1895 - The Early and later Settlers</p> <p>Assessment – End of Year Exam</p>

10	<p>GCSE: The American 1840-1895 – The Civil War</p> <p>Assessment – Historical significance question</p>	<p>GCSE: The American 1840-1895 – The Indian Wars</p> <p>Assessment – Source reliability question</p>	<p>Health &amp; the people 1000-2000s - Medieval and Renaissance Medicine</p> <p>Assessment – Historical significance question</p>	<p>Health &amp; the people 1000-2000s – Renaissance and Industrial Medicine</p> <p>Assessment – Source utility question</p>	<p>Health &amp; the people 1000-2000s – Industrial and Modern Medicine</p> <p>Assessment – Comparison question</p>	<p>Health &amp; the people 1000-2000s – Modern Medicine and Review</p> <p>Elizabeth England 1568-1603 – Politics</p> <p>Assessment – End of Year Exam</p>
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11	<p>Elizabeth England 1568-1603 – Religion and Threats</p> <p>Assessment – Source (How convincing question)</p>	<p>Elizabeth England 1568-1603 - Threats and Society</p> <p>Assessment – PEQ</p>	<p>Conflict &amp; tension 1990-2009 - Context and the Gulf War</p> <p>Assessment – Source utility question</p>	<p>Conflict &amp; tension 1990-2009 – Afghanistan and Iraq</p> <p>Assessment – Historical Account question</p>	<p>Conflict &amp; tension 1990-2009 – Iraq and Revision</p> <p>Assessment – Evaluation of factors question</p>	
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12	<p>The Kaiserreich, 1871-1914</p> <p>The break with Rome: The Church in c1529</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>The Kaiserreich, 1871-1914</p> <p>The break from Rome, c1529-1536</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>Empire to democracy, 1914-1929</p> <p>The break from Rome, c1529-1536</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>Empire to democracy, 1914-1929</p> <p>Change and reaction, 1536-1547</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>Empire to democracy, 1914-1929</p> <p>Change and reaction, 1536-1547</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>The Nazi experiment, 1929 -1949</p> <p>Historical Investigation: American Foreign Policy, 1890-2015</p> <p>Assessment – End of Year Exam</p>
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13	<p>The Nazi experiment, 1929 -1949</p> <p>A more Protestant nation 1547 – 1553</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>The Nazi experiment, 1929 -1949</p> <p>The restoration of Papal Authority, 1553-1558</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>The Federal Republic of Germany, 1949-1991</p> <p>The establishment of the Church of England, 1558-c1570</p> <p>Assessment – PEQ</p>	<p>The Federal Republic of Germany, 1949-1991</p> <p>Revision</p> <p>Assessment – 2 end of topic Examination essay questions</p>	<p>The Federal Republic of Germany, 1949-1991</p> <p>Revision</p> <p>Assessment – Revision activities</p>	
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