



*The more you know of your history, the more liberated you are.*

Maya Angelou

### **Curriculum intent**

We believe that History should fire students' curiosity and imagination and inspire them to engage with the dilemmas, choices and beliefs of people in the past. We will enable all students to truly learn and understand some of the astonishing events, remarkable people and changes that have taken place in Britain and across the world. Students will use this knowledge to learn from past mistakes and recognise the importance of making a better future. We encourage students to develop their own identities through an understanding of history at a local, national and international level. Students who study History at Royton and Crompton Academy will leave with a passion for exploring, discussing and challenging interpretations of the past, not only questioning in the classroom but also at home and in their future careers. Students will develop an inquisitive mind and a love of learning by being hooked by stories filled with controversy, conflict and control.

Our history teaching will help students to ask and answer questions of the present by engaging with the past. The historians from Royton and Crompton will be fascinated by past events, people and societies, as a result of approachable, collaborative and inspirational teaching over our five year journey together. History will prepare students for the future, equipping them with knowledge and skills that are prized in adult life. History at Royton and Crompton provides the opportunities to develop skills that are valued by all employers. Students will be able to evaluate evidence to make informed decisions and will have learnt empathy and oracy skills. Historical study teaches us to think critically, analytically and creatively; to read and interpret all kinds of information; to evaluate opinions and to write persuasively. The study of history can lead to a career in law, business, publishing, heritage, teaching, media or politics, but is equally valuable for those wanting to become an artist, author, actor or even computer-game designer. History is both a science and an art, combining the careful analysis of evidence with compelling storytelling.

All students are stretched and challenged every lesson in order to ensure they are able to achieve to their full potential in their futures. Through learning History, our students will become questioning individuals who are confidently able to take part in a democratic society by enabling them to think critically about information they are receiving and not believe everything they read or see. At Key Stage 3 we teach chronologically to allow students to build their knowledge and understanding from the Medieval to the modern period which will enable them to better explain the world in which they live today.

### **Key Stage 3**

At Key Stage 3, students will develop their knowledge of some of the formative periods of History. They will develop key skills such as understanding change and continuity, causation and consequence, evidence and interpretation and chronology by studying; the impact of 1066 on England; Thomas Becket; The Black Death and Peasants Revolt The Tudors; The English Civil War; The Transatlantic Slave Trade; The fight for votes for women, the Industrial Revolution; The Great War; the Rise of Nazism and the Holocaust; the impact of WWII on the world; the Cold War and the end of an empire.

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#### Year 7

The Year 7 groups begin by studying the Norman invasion and conquest of Britain from 1066, concentrating on the Battle of Hastings and the increasing control William had over his new subjects. The power of the church is then investigated with a focus on Thomas Becket, The significance of the Black Death and the Peasants Revolt of the 14<sup>th</sup> century. In the summer term, students will then revisit the importance of religion and look at the impact of Henry VIII on religion and the country.

#### Year 8

During the first term, students will study The Gunpowder Plot and evaluate the evidence to see if they believe Guy Fawkes was framed. They will then explore the English Civil War and the Transatlantic Slave Trade: its abolition, its impact and the significance of differing abolitionists. Following this, students explore the Industrial Revolution and the growth of the cotton industry in the local area, in addition to examining changing politics in the 19<sup>th</sup> century, particularly protests to gain the vote for women. In the summer term, students examine the causes, events and consequences of World War One. We will look in detail at soldiers' experience in trenches.

#### Year 9

During the first term, students will look at the rise of Nazism in Germany and how Hitler was able to become Fuhrer. Alongside this, students will explore the Holocaust in detail, particularly why it happened and why we should never forget. In the summer term, students will explore the consequences of World War Two including the dropping of the atomic bomb, the development of the Cold War and the end of the British Empire.

### Key Stage 4

History is an extremely popular choice at GCSE which is an indication of the positive experience offered to the students. At Key Stage Four, the Edexcel History course is followed, where students study American West 1835-90; Elizabeth I 1558-88; Weimar and USA 1954-75 and Crime and Punishment through Time c.1000-present. Students build on skills first practiced at Key Stage Three, and begin to assemble and present evidence and views, justifying their arguments and analysing historical sources.

#### Year 10

Crime and Punishment through Time – Students will study crime, punishment and enforcement in four distinct eras: c1000–1500, c1500–1750, c1750–c1900, and c1900 to present day. This will be assessed in the Paper 1 exam at the end of Year 11 worth 30%. Elizabeth I 1558-88 – Students study the early days of Elizabeth I's reign, considering her early problems and how far she overcame these. The heart of the course is the Elizabeth's religious settlement which builds on knowledge gained in KS3 and the build up to war with Spain. The course ends with an evaluation of why Elizabeth successfully defeated the Armada. This will be assessed in the Paper 2 exam in Year 11, with this topic worth 20% of the course.

#### Year 11

Students complete an in depth study of America during Year 11. They begin the year by studying the American West and how the Native Americans were defeated. The pupils evaluate why people wanted to move West. Pupils then study the growth and successes of the Civil Rights Movement in America 1954-75; they will be inspired by the actions of key people like Martin Luther King, Rosa Parks and Malcolm X. They will also be shocked by the studies of Birmingham and the case of Emmet Till. The students will end their studies of GCSE with an investigation into how and why the USA were defeated in the Vietnam War. They will evaluate why guerrilla tactics proved so successful for the Vietcong and how much opposition to the war caused the USA defeat.

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### **Extra-curricular opportunities**

The drive to make students fall in love with history and learning will be complimented by the provision of enrichment opportunities, with visits to sites that bring the curriculum to life This will include visits to WWI battlefields in the summer term of Year 8, and historic landmarks connected to Elizabeth I and Crime and Punishment in an overnight trip to London. These experiences will also provide students with wider cultural experiences which will produce a more rounded, knowledgeable citizen.

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