

Curriculum Intent Overview

Throughout KS3, our students study the history of Britain from the earliest times to the present day. They will learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. We also aim to teach students about the world around them, including features of European and non-European societies. We aim to develop historical skills across KS3 including understanding of cause and consequence, change and continuity, similarity and differences, chronological skills, interpreting contemporary sources and interpretations of history, along with developing skills in literacy through extended writing.

Year 7

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
What is History?	Introducing the key skills of History, along with exploring students' prior historical knowledge.	<ul style="list-style-type: none">• Ancient civilisations prior to c1066• Chronological skills• Sources of evidence	<ul style="list-style-type: none">• Developing the skill of creating a timeline• Understanding bias• Analysis of source material
1066 and the Norman Conquest	Explores the events of 1066 and the impact of the Norman Conquest on society in England.	<ul style="list-style-type: none">• Civilisations prior to c1066• Chronological knowledge	<ul style="list-style-type: none">• Causes and consequences of the Norman invasion• Historical interpretations (importance of Norman Conquest)• Role of the monarch
Life in Medieval England	A study of society in England including the role of the church, housing, work and food of the rich and poor in society. We also compare the Medieval town in England to Baghdad.	<ul style="list-style-type: none">• Causes and consequences of the Norman invasion• Historical interpretations	<ul style="list-style-type: none">• Structure of Medieval society (feudal system)• Historical interpretations (life in a Medieval village)• Role of the Church in society



Challenges to Medieval Society	Explores life changing events in Medieval England ; the Magna Carta, the Black Death and the Peasants Revolt.	<ul style="list-style-type: none"> • Structure of Medieval society (feudal system) • Role of the Church in society • Role of the monarch • Sources and evidence 	<ul style="list-style-type: none"> • Change and continuity of society after key events • Historical significance of key events • Cause and consequences of key events
The Crusades	A study of the Crusades including England's involvement and key battles.	<ul style="list-style-type: none"> • Baghdad town case study • Historical significance of key events 	<ul style="list-style-type: none"> • Sources and evidence • Historical significance of the Crusades
The Tudors	A study of key events of the Tudor dynasty, including the Battle of Bosworth and the Reformation. The impact of the Reformation on both religion in England and the monarch's position on the throne.	<ul style="list-style-type: none"> • Role of the Church in society • Role of the monarch • Chronology 	<ul style="list-style-type: none"> • Change and continuity of the role of the Church in society • Role of the monarch

Year 8

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The Stuarts	Key events during the Stuart monarchs including the Gunpowder Plot and the English Civil War, along with the outbreak of Plague in 1665 and the Fire of London that followed.	<ul style="list-style-type: none"> • Role of the monarch • Sources and evidence 	<ul style="list-style-type: none"> • Role of Parliament • Historical significance of key events
The British Empire and Slavery	The Triangular Trade. A study of the Transatlantic Slave Trade and its impact. The abolitionist movement and it's impact on the ban on slavery across the British Empire.	<ul style="list-style-type: none"> • Chronology • Historical interpretations of slavery • Causation; abolition of slavery 	<ul style="list-style-type: none"> • Concept of Empire • Historical significance of slavery
The Industrial Revolution	Why the Industrial Revolution happened in Britain. Change from domestic to factory production. The impact on society through the Peterloo Massacre.	<ul style="list-style-type: none"> • Shift from rural – urban population (change/continuity) • Structure of society and challenges to the establishment 	<ul style="list-style-type: none"> • Historical significance of the Industrial Revolution • Change / continuity during the Industrial Revolution
The Suffragettes	Victorian values are explored within society at the time. The actions of the Suffragists and Suffragettes are investigated, along with historians' views of both movements.	<ul style="list-style-type: none"> • Structure of society and challenges to the establishment • Historical interpretations of the suffragist movement 	<ul style="list-style-type: none"> • Role of women and men in Victorian society • Historical significance of the suffrage movement
The First World War	Causes and key events of the war are explored, along with non-European contributions to the war.	<ul style="list-style-type: none"> • Concept of Empire • Sources and evidence • Historical interpretations 	<ul style="list-style-type: none"> • The alliance system across Europe • Causation of war • Historical significance of WWI
The Windrush Generation	Non-European contribution to WWII is studied. The reasons for non-European migration to Britain are investigated, along with the	<ul style="list-style-type: none"> • Concept of Empire • Sources and evidence • Structure of society 	<ul style="list-style-type: none"> • Shift from Empire to Commonwealth • Consequences of migration to British society



	experiences of people after their arrival in Britain.		<ul style="list-style-type: none">• Historical significance of the Windrush Generation to Britain
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Year 9

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Russia c1900- c1930	A study of the rule of Tsar Nicholas II and the Revolutions of 1917. Communist dictatorships of Lenin and Stalin also explored.	<ul style="list-style-type: none"> • Concept of Empire • Role of the monarch • Cause and consequence • WWI 	<ul style="list-style-type: none"> • Concepts of absolute monarchy and communism • Impact of WWI on Europe • Consequences of fall of monarchy in Russia
The Cold War	This unit explores principles of 'communism' and 'democracy'. Key events of the Cold War investigated, including a case study on the Cuban Missile Crisis.	<ul style="list-style-type: none"> • Concepts of communism and democracy • Historical interpretations 	<ul style="list-style-type: none"> • Impact of WWII on Europe; causation of declining superpower relations • Chronological knowledge of key cold war events
The Vietnam War	Causes of the Vietnam War investigated within the wider context of the Cold War. The tactics and strategies are also studied, along with the My Lai Massacre.	<ul style="list-style-type: none"> • Concepts of communism and democracy • Sources and evidence • Concept of Empire 	<ul style="list-style-type: none"> • Similarity / difference of tactics between the US army and Vietcong forces • Consequences of fighting the war in Vietnam and in the USA
British Identity	This unit follows on from the 'Windrush' unit of Year 8, examining the impact of Caribbean and South Asian migration to Britain in the 1960's-80's.	<ul style="list-style-type: none"> • Concept of Commonwealth • The Windrush Generation • Sources and evidence 	<ul style="list-style-type: none"> • Consequences of post-WWII migration to Britain, with a focus on London • Historical significance of events on society
An Introduction to The American West: The Plains	Students learn about the culture and lifestyle of the Plains Indians, in particular, the differences between their lives and those of white settlers. They also look at early settlers	<ul style="list-style-type: none"> • Sources and evidence • Cause and consequence 	<ul style="list-style-type: none"> • Society and culture of the Plains Indians • Causes of white migration West

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Indians and Early Settlers West	to the west coast of the USA, and the impact this migration had on the Plains Indians.		<ul style="list-style-type: none">• Consequences of white migration to the lifestyle of the Plains Indians
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KS4 Courses Overview

At KS4 we aim to develop and extend our students' knowledge and understanding of key events, periods and societies in British and wider world history. To help students know and understand the complexity of people's lives, diversity of society and their own identity. By studying GCSE History, students will understand the past through the people who have impacted and understand how these people have shaped the world we live in today. We aim to consolidate historical skills further, including understanding of cause and consequence, change and continuity, similarity and difference, chronological skills, interpreting contemporary sources and interpretations of history, along with developing skills in literacy through extended writing. Our KS4 course offer breadth to our students, with very little overlap of content, to enable students to have an excellent grounding in our subject, should they wish to implement the knowledge and skills they acquire at post-16 study.

Year 10

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The American West, c1845-90	We will explore the lives of the Plains Indians, followed by the reasons for US expansion West. The impact of this expansion on the Plains Indians will be investigated, along with the resulting conflict.	<ul style="list-style-type: none">• The lifestyle and culture of the Plains Indians• Similarity / differences between the Plains Indians and white settlers	<ul style="list-style-type: none">• Significance of increased settlement West by white settlers on the lifestyle of the Plains Indians• Consequences of increased white settlement on communities in the West e.g. law and order• Assessing importance of increased white settlement on the Plains – resulting conflict with the Plains Indians and the consequences of this conflict on the Plains Indians' way of life.



<p>Medicine and Britain, c1250-present day</p>	<p>Key themes are investigated across this breadth study; what did people think cause disease, prevention / treatment of illness, the role of carers, and factors for / against progress. Key individuals will also be studied along with case studies of important medical events / discoveries.</p>	<ul style="list-style-type: none"> • Study of past societies at KS3 • Case study of the Black Death in Y7 • Study of Industrial Revolution in Y8 • Cause and consequence at KS3 • Chronological knowledge 	<ul style="list-style-type: none"> • Concepts of change/continuity over time in medical ideas • Key individuals and medical discoveries; assessing historical significance • Change and continuity over time • The above concepts are assessed through practising GCSE exam questions through interleaved assessments
<p>The British Sector of the Western Front, 1914-18</p>	<p>This environment study connects to the Medicine in Britain course and investigates British medical services on the Western Front, including the types of injuries treated and progress in treating injuries and illnesses.</p>	<ul style="list-style-type: none"> • Study of WWI in Y8 context for environment study • Sources and evidence 	<ul style="list-style-type: none"> • Analysis of contemporary sources for an enquiry • The impact of war on medicine / historical significance
<p>Weimar and Nazi Germany, 1918-39</p>	<p>Students will investigate the impact of WWI on Germany, with the change this forced on political leadership. The creation of the Weimar Republic will be investigated, along with it's downfall and Hitler's rise to power.</p>	<ul style="list-style-type: none"> • Study of WWI in Y8 context for 1918 Germany • Study of the creation of the USSR in Y9 for introduction of key features of a dictatorship • Sources and evidence 	<ul style="list-style-type: none"> • Analysis of cause / consequences of key events in Germany 1918-34; WWI, the events of 1923, the Depression, Hitler's appointment as Chancellor • Analysis of historical interpretations of events; how and why they are different, testing validity of interpretations against own knowledge



Year 11

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Weimar and Nazi Germany, 1918-39	For the second part of this course in Year 11, students will investigate the consolidation of Hitler's power from Chancellor to Führer of Germany. Life in 1930's Germany will also be investigated, including the treatment of the Jews / minorities.	<ul style="list-style-type: none"> • Study of Weimar Germany 1918-33 and Hitler's rise to power / creation of a dictatorship in Y10 • Cause and consequence of key events; WWI, The Depression studied in Y10 • Sources and evidence 	<ul style="list-style-type: none"> • Analysis of consequences of the Nazi dictatorship on key groups of people; women, workers, youth and minorities • Consequences of the Nazi dictatorship; the police state / propaganda on conformity to the regime • Continued analysis of contemporary sources and historical interpretations of events
Early Elizabethan England, 1558-88	Students will study the first 30 years of Elizabeth I's reign, including the problems she faced on gaining the throne and how she overcame religious divisions and plots to remove her from the throne. Life in Elizabethan England will also be investigated.	<ul style="list-style-type: none"> • Study of the Reformation in Y7 as context to Elizabeth's problems on accession to the throne • Analysis of cause and consequence, historical significance 	<ul style="list-style-type: none"> • Analysis of Elizabeth's problems on her accession to the throne; historical significance of key events; the Religious Settlement, the arrival of Mary, Queen of Scots to England, the excommunication of Elizabeth by the Pope, relations with Spain • Analysis of cause and consequence of key events in the first 30 years of Elizabeth's rule

KS5 Courses Overview

At KS5, students use their knowledge and understanding of Britain and non-European societies gained from KS3/4 and examine these societies under the theme of searching for rights, freedoms and greater equality during the twentieth century. Students will also consolidate how Britain has influenced and been influenced by the wider world through concepts of empire and warfare, extending knowledge and understanding focusing on examining increased pressures for change within British society. We will consolidate further historical skills developed at GCSE, including knowledge and understanding of the world, skills of analysis in extended writing and analysis of sources and interpretations of History. Our KS5 course offer breadth to our students, with very little overlap of content, to enable students to have an excellent grounding in our subject, should they wish to implement the knowledge and skills they acquire at post-18 study or work.

Year 12

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The USA, 1917-96	Students will investigate the USA across the 20 th century; the role of the Presidency / political system, the role of the country in key conflicts of the World Wars and the Cold War, the economy over time and social changes including civil rights for minorities. There is also a case study about the role of Ronald Reagan as President 1981-89 with the historical controversy surrounding his two terms.	<ul style="list-style-type: none"> Chronological knowledge of the USA in the 20th century, studied in Y9 and Y10 Second order concepts; cause and consequence, change and continuity, historical significance Historical interpretations 	<ul style="list-style-type: none"> Deeper knowledge of the USA in the 20th century; role of the presidency, civil rights, the changing environment and quality of life, along with a case study of the Reagan presidency. Enhanced skills taught in historical interpretations and analysis of second order concepts
India, c1914-48	Students will study the journey of India from 'the jewel in the crown' of the British Empire to the first independent state. The role of India in the First World War is investigated, along with	<ul style="list-style-type: none"> Concept of Empire studied in Y8 Impact of WWI studied in Y8 and Y10 	<ul style="list-style-type: none"> Deeper knowledge of the impact of colonial rule on India; impact of war on nationalism, increased nationalism



	<p>growing nationalism in the 1920's – 30's and the British response to this. Finally, we will study the impact of the Second World War on India and the reasons why she achieved independence.</p>	<ul style="list-style-type: none">• Second order concepts; cause and consequence, change and continuity, historical significance• Sources and evidence	<p>from the 1920's and reasons for independence.</p> <ul style="list-style-type: none">• Enhanced skills taught in source analysis and analysis of second order concepts
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Year 13

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The British Experience of Warfare, c1700-1918	Students will investigate Britain's involvement in 4 wars; the French Wars, the Crimean War, the Boer War and the First World War. Part of this will be examining the role of the army, navy, and emerging air force and how these evolved over time. The role of the British government is also examined, along with the perception of the populace on war.	<ul style="list-style-type: none"> • Impact of WWI studied in Y8 and Y10 • Second order concepts; cause and consequence, change and continuity, historical significance • Sources and evidence 	<ul style="list-style-type: none"> • Broader knowledge of Britain's role in conflicts beyond WWI; the French War, the Crimean War and the Boer War, along with a case study about the war in the air during WWI • Impact of war on the role of government and society • Enhanced skills taught in source analysis and analysis of second order concepts
The Role of Hitler as Führer, 1933-45 (coursework)	This builds on knowledge from the GCSE unit 'Weimar and Nazi Germany' and examines the historiographical debates around the role of Hitler as Führer of Germany. Students are expected to undertake their own research related to these arguments and write a 3000-4000 word essay evaluating their chosen historians views.	<ul style="list-style-type: none"> • Nazi Germany 1933-39 studied in Y10/Y11 • Historical interpretation • Historical significance 	<ul style="list-style-type: none"> • Deeper knowledge of Hitler's role in the Nazi state through independent reading and understanding of historical interpretations related to the controversy of Hitler's role as Fuhrer