

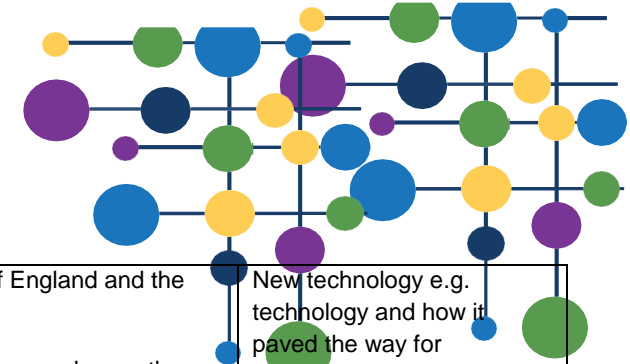


History

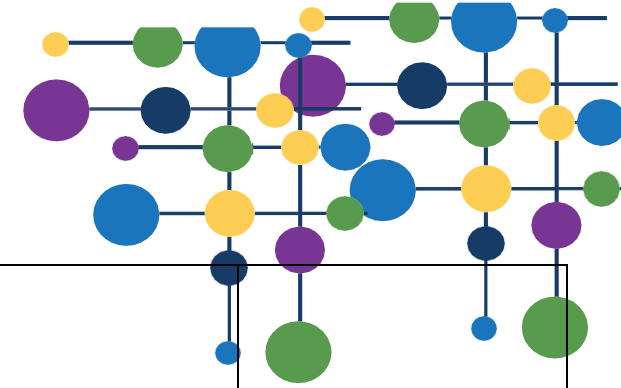
2020-2021 Programme of Study

The focus of History at Royds Hall is to ignite student's curiosity about the past in Huddersfield, Britain and the wider world. Through finding out about how and why communities have developed over time, our students are able to gain an understanding of how the past shapes the present. The study of history allows our students to engage with current affairs by developing a chronological framework for significant events in the past. In doing so, Royds historians develop knowledge, skills and understanding of the communities in which they live which enables our students to develop a context for their growing sense of identities and to make decisions about their personal choices, attitudes and values. In line with the National Curriculum Royds Hall School aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

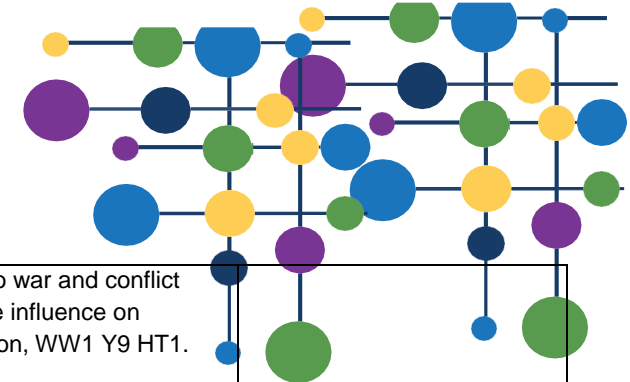
| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 2024/25 | <p><u>Introduction to Historical Skills.</u></p> <p>Link to Prior Learning:</p> <p>Understanding where commonly studied historical periods at KS2 come within the broader historical context. (Ancient Egyptians, Ancient Greeks, Romans, Anglo-Saxons, Victorians, WW2)</p> <p>The difference between historical sources and interpretations by looking at an interpretation of the Roman era and historical</p> | <p><u>Invasion, Conquest and Castles: Norman England.</u></p> <p><u>Local History Study: Castle Hill, Almondbury</u></p> <p>Link to Prior Learning:</p> <p>Link to Monarchy and Rulers in HT1 and draws on understanding of chronology as this is the first of four chronologically sequenced units in Y7.</p> <p>Key Historical Knowledge:</p> <p>To examine what life was like in England for the Anglo-Saxons.</p> | <p><u>The Black Death</u></p> <p>Link to Prior Learning:</p> <p>Draws on understandings of the role of the church and feudalism from HT2.</p> <p>Key Historical Knowledge:</p> <p>Origin and spread of the disease- link to Covid-19 epidemic.</p> <p>Symptoms and the difference between bubonic, pneumonic and septicemic plagues.</p> <p>Medieval understandings of the causes of the disease,</p> | <p><u>The Tudor Age of Exploration</u></p> <p>Link to Prior Learning:</p> <p>Chronological sequencing reinforces knowledge of chronology and different historic time periods.</p> <p>Links to Princes in the Tower and Elizabeth I from HT1.</p> <p>Draws on understandings of how a range of factors contribute to changes in society e.g. the decline of Feudalism (introduced in HT1(due to The Black Death and The Peasants Revolt (HT2).</p> <p>Key Historical Knowledge:</p> <p>Engaging with scholarship such as 'What the Tudors & Stuarts did for us' Adam Hart-Davis and 'The Time Traveller's Guide to Elizabethan England' Ian Mortimer.</p> <p>The War of the Roses and the start of the Tudor Dynasty.</p> | <p><u>The Changing Face of Britain: 1750-1900</u></p> <p>Links to Prior Learning:</p> <p>Developments in changing State and Society in the Norman Conquest HT2 and The Tudors HT4/5.</p> <p>Key Historical Knowledge:</p> <p>Changing systems of production, Domestic to Factory and the Rise of Capitalism.</p> <p>Urbanisation, living conditions and workhouses.</p> | |



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| <p>sources about the Victorians.</p> <p>Key Historical Knowledge:</p> <p>How to assess source reliability. Building on KS2 knowledge of Romans and historical sources.</p> <p>Looking at Monarchy and Rulers, King John and interpretations, Elizabeth I and source analysis.</p> <p>History enquiry- The Princes in the Tower. Making use of historical evidence to make historical claims.</p> <p>Links to future learning:</p> <p>Link to the Tudor Dynasty HT4/5.</p> <p>Establishes a broad chronological understanding as a basis for understanding the context of future topics.</p> <p>Assessment:</p> <p>Benchmark Assessment to be completed at mid-point. Low-stakes quiz and</p> | <p>An understanding of who Edward the Confessor was and why his death caused a crisis for England.</p> <p>The three main contenders for the English crown.</p> <p>Changes to England under the Normans focussing on the statutory requirements of the development of the Church, State and Society e.g. the introduction of the Feudal System and the Magna Carta.</p> <p>The strategic and militaristic advantages for building a Norman castle on Castle Hill, Almondbury.</p> <p>Evaluation of how far this castle reflects changes made to Norman England nationally.</p> <p>Links to future learning:</p> <p>Knowledge of the Feudal System and changes to society links to the impact of the Black Death and The Peasant's Revolt in HT3.</p> <p>Assessment:</p> | <p>examining the influence of religion, astrology and medieval science. Link to Covid-19 and contemporary conspiracy theories about 5G and government.</p> <p>Treatments of the Black Death, including the role of the Church and Monasteries.</p> <p>Social and Economic impact of the Black Death and how it contributed to the Peasants' Revolt.</p> <p>Similarities and Differences to the social and economic impact of Covid-19.</p> <p>Links to future Learning:</p> <p>GCSE Unit Medicine Through Time.</p> <p>Peasant's Revolt links to other examples of political change such as The Civil Rights Movement Y8 HT4 and The Suffragette Movement Y9 Ht 2/3.</p> <p>Assessment:</p> <p>Evaluative essay- to what extent.</p> | <p>Henry VII, his wives and the Church of England and the impact on England.</p> <p>Changes that influenced how the Tudor people saw the world, pencils and portraits, the 'discovery' of mainland America, first atlas, Roanoke.</p> <p>Changes that shaped science, literature and education, printing press, English bible, State education, first detailed drawings of human anatomy, observational science and observational science and telescopes.</p> <p>Changes to domestic life for Tudor Society. Nobility and interior design, the flushing toilet, leisure activities for rich and poor.</p> <p>Links to future learning:</p> <p>GCSE Unit Early Elizabethan England</p> <p>Looking at factors contributing to the development of the Church, State and Society in The Changing Face of Britain 1750-1900 HT6, What Makes Great Britain 'Great'? Y8 HT5</p> <p>Assessment:</p> <p>The differences and reasons for differences between two historical interpretations.</p> <p>Using historical evidence to write persuasive arguments.</p> | <p>New technology e.g. technology and how it paved the way for technological advancements today.</p> <p>Jobs and child labour</p> <p>Rise in materialism and consumerism</p> <p>Links to future learning:</p> <p>The British Empire and Trade Y8 HT1, the Transatlantic Slave Trade Y8 HT2/3, What makes Great Britain 'Great'? Y8 HT5</p> <p>Assessment: Evaluating the significance of the Industrial Revolution in shaping Britain today.</p> |
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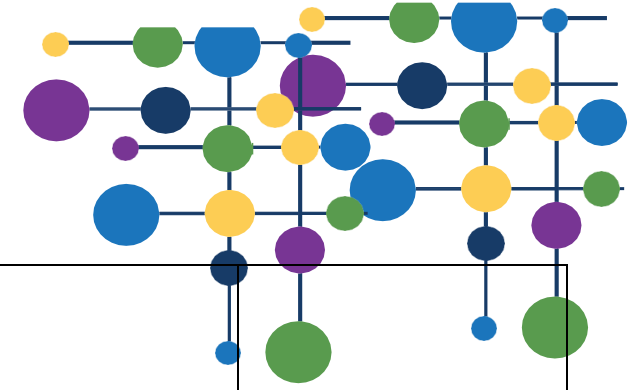
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| | extended writing task with literacy focus. | How useful is this source for learning about changes made in Norman England? | The differences and reasons for differences between two historical interpretations. | | |
| 8 2023/2 4 | <p><u>The British Empire</u></p> <p>Links to prior learning:</p> <p>The rise of capitalism during the Industrial Revolution Y7 HT6 and Elizabethan Exploration Y7 HT 4/5</p> <p>Key Historical Knowledge:</p> <p>Gain an understanding of key terms such as Empire, Colony, Coloniser. Emperor.</p> <p>Examine Empires throughout history and why a country wants to build an Empire.</p> <p>Which countries were colonised and why. What impact did this have on Religion, State and Society in the colonised country as well as in Britain? Including a depth study on India. Advantages and</p> | <p><u>The Transatlantic Slave Trade</u></p> <p>Links to prior learning:</p> <p>Justification of slavery and the slave trade links to ideas of racial superiority HT1 and the rise in consumerism and materialism Y7 HT6.</p> <p>Key Historical Knowledge:</p> <p>What is slavery and examples of slavery across history.</p> <p>Early African Slave Trade and the origins of the Transatlantic Slave Trade.</p> <p>Slave ships and auctions- An examination of the representation of slavery and slaves as passive victims in historical sources e.g. children's books, films and images.</p> <p>Evaluating how and why portrayals of black African slaves in historical sources throughout the 20th Century is different from portrayals today.</p> <p>Slave resistance and key individuals in leading the resistance against the Slave Traders. Link to scholarship such as 'In Search of Black History' by Bonnie Greer.</p> <p>Plantation life and the Underground Railroad. Key individuals involved in resistance.</p> <p>The end of the slavery and gaining 'freedom' in the USA.</p> <p>Legacy of the Slave Trade- Link to the Black History Movement and Edward Colston Statue.</p> <p>Links to future learning:</p> | <p><u>US Civil Rights Movement</u></p> <p>Links to prior learning:</p> <p>The Transatlantic Slave Trade HT2/3</p> <p>Key Historical Knowledge:</p> <p>Continued racism after slavery ended, KKK, voting rights, school segregation.</p> <p>Difference between the North and South- The case of Emmett Till.</p> <p>Key Individuals and the role they played in bringing about change. Martin Luther King, Rosa Parks.</p> <p>An evaluation of how far equal rights have been achieved today. Link to BLM movement.</p> <p>Links to future learning:</p> <p>Ideas, protest and political power links to Suffragette Movement Y9 HT2</p> <p>Treatment of BAME people links to What makes Britain 'Great'? HT5</p> | <p><u>Thematic Unit: What makes Great Britain 'Great'? Focus on migration and the contribution to Britain.</u></p> <p>Links to prior learning:</p> <p>Norman Conquest Y7 HT2, British Empire Y8 HT1</p> <p>Key Historical Knowledge:</p> <p>A chronological study of Migration to Britain from the Vikings to the present day.</p> <p>Analysis of why the migration happens and how the contributions made by the migrant group has shaped Britain today.</p> <p>Local History Focus on Huddersfield and the Textile Industry.</p> <p>Treatment of BAME migrant groups in Britain.</p> <p>Links to future learning:</p> | <p><u>Crime and Punishment: Whitechapel and Jack the Ripper</u></p> <p>Links to prior learning:</p> <p>Treatment of migrants in Britain HT5</p> <p>Key Historical knowledge:</p> <p>Engaging with scholarship such as 'The Five' by Hallie Rubenhold</p> <p>Examining living conditions in Whitechapel in 1888.</p> <p>Poverty and the gender pay and opportunity gap and how this led to prostitution.</p> <p>Giving agency to the Ripper's victims.</p> <p>Links to future learning:</p> <p>Links to the Suffragette Movement in Y9 HT2</p> <p>Assessment:</p> <p>Source based analysis</p> |



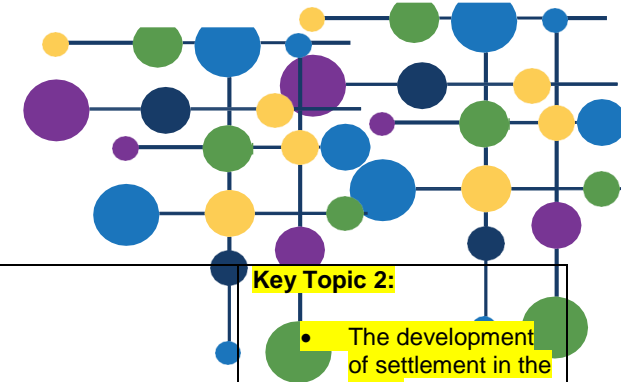
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| | <p>Disadvantages of colonisation.</p> <p>Resistance Movements and opposition to Colonisation.</p> <p>Legacy of the British Empire.</p> <p>Links to future learning:</p> <p>Colonial thinking about racial superiority links to Slave Trade HT2/3.</p> <p>Links to theme of British Migration HT5</p> <p>Links to Days that Changed the World- Mahatma Ghandi and the Dandi March Y9 HT6</p> <p>Assessment:</p> <p>How useful is this source for learning about the impact of the British Empire?</p> | <p>The link of slavery links to Civil Rights Movement in USA HT4 and Days that Changed the World- Nelson Mandela Y9 HT6.</p> <p>Assessment:</p> <p>How and why do these interpretations differ?</p> <p>Evaluative argument supported by historical evidence.</p> | | <p>Days that Changed the World- Nelson Mandela Y9 HT6</p> <p>Assessment:</p> <p>To what extent were African Americans free when the Slave Trade ended?</p> <p>Assessing source utility and limitations.</p> | <p>Links to war and conflict and the influence on migration, WW1 Y9 HT1.</p> <p>Persecution and Genocide, Holocaust Y9 HT 4/5</p> <p>Assessment:</p> <p>What can you infer from this interpretation?</p> <p>Extended piece of writing analysing the significance of contributions made.</p> | |
| <p>9 2022/2 3</p> | <p><u>World War One</u></p> <p>Links to prior learning:</p> <p>Empire Building and Imperialism Y8 HT1</p> | <p><u>Votes for Women</u></p> <p>Links to prior learning:</p> <p>The role of women in WW1- HT1</p> | <p><u>Thematic Unit: What is a terrorist?</u></p> <p>Links to prior learning:</p> | <p><u>The Holocaust including a Historic Environment Study: The Warsaw Ghetto</u></p> <p>Links to prior learning:</p> | <p><u>Days that changed the world: a history of significant events of the 20th Century</u></p> <p><u>Links to prior learning:</u></p> | |



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| <p>What Makes Great Britain 'Great'- migration due to war and conflict Y8 HT 5</p> <p>Key Historical Knowledge:</p> <p>Alliances, imperialism, militarism, nationalism and assassination and how they contributed to the outbreak of WW1.</p> <p>Army recruitment and source analysis of propaganda posters.</p> <p>The features of Trench Warfare on the Western Front.</p> <p>General Haig and the Battle of the Somme. Evaluation of 'Lions Led by Donkeys'</p> <p>The contribution that WW! Made to the development of new technology and warfare techniques.</p> <p>The role women played during WW1.</p> <p>The end of World War One and the Treaty of Versailles</p> <p>Links to future learning:</p> | <p>US Civil Rights Movement Y8 HT4</p> <p>Key Historical Knowledge:</p> <p>Arguments for and against giving women the vote.</p> <p>The strategies and techniques of the Suffragists and Suffragettes</p> <p>The role of Key Individuals- Emmeline Pankhurst, Christable Pankhurst, Sylvia Pankhurst, Emily Davison</p> <p>Twentieth Century Legal Reform</p> <p>How far has equality been achieved? Gender Pay Gap, Division of Childcare, Female CEOs, Veil Debate</p> <p>Women's Rights Internationally</p> <p>Links to future learning:</p> <p>Violent actions of the Suffragettes links to What is a Terrorist HT3</p> <p>Veil Debate links to what is Islamophobia in HT3</p> | <p>The actions of the Suffragettes HT2</p> <p>Key Historical Knowledge:</p> <p>What is Islamophobia and why does it exist?</p> <p>What is radicalisation and what techniques are used to radicalise individuals?</p> <p>What factors lead to someone carrying out an act of terror? The role that oppression and persecution play.</p> <p>The difference between Acts of Terror and violence carried out by an individual with mental health problems.</p> <p>Short Case Studies of the Suffragettes IRA, Israeli-Palestinian Conflict, 9/11, 2011 Norway Attacks</p> <p>Links to future learning:</p> <p>The role of persecution links to The Holocaust HT4/5</p> <p>Link to Days that Changed the World HT6</p> | <p>Persecution: Y8 HT 4 US Civil Rights Movement and Y9 HT2, Votes for Women, HT3 What is a Terrorist?</p> <p>Genocide: HT3 What is a Terrorist?</p> <p>The Treaty of Versailles and the Impact on Germany- HT1</p> <p>Key Historical Knowledge:</p> <p>How Hitler came to power.</p> <p>Links to future learning:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Introduction to Hitler's aims • Who were the victims of the Holocaust? • Early persecution • Kristallnacht • The Warsaw Ghetto • The Warsaw Ghetto Uprising • Life in Concentration Camps • Concentration Camp resistance • The end of WW2 and Liberation <p>Core Concept: A modern unit, World history unit</p> <p>Core Knowledge: The Holocaust</p> | <p>Key Historical Knowledge:</p> <p>Links to future learning:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • The Atomic Bomb- Hiroshima and Nagasaki • Apollo 11 and the moonlanding • The Great Depression • The Fall of the Berlin Wall • JFK Assassination • Nelson Mandela President of South Africa • Dhandi March of Mahatma Gandhi <p>SF1 SF2 SF3 SF4</p> <p>Core Concept: A modern unit, World history unit</p> <p>Core Knowledge: Significant study in history and its interconnections with other world developments</p> |
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| | <p>Arguments for giving women the vote- HT2</p> <p>The Second World War- HT4/5</p> <p>Medicine on the Western Front – GCSE Paper One</p> <p>Weimar and Nazi Germany- GCSE Paper Three</p> <p>Assessment:</p> <p>How far do you agree that the ‘Lions led by Donkeys’ quote is an accurate representation of Haig’s leadership during the Battle of the Somme? Two sided argument and conclusion supported by evidence</p> | <p>The role of women in Weimar and Nazi Germany- GCSE Paper Three</p> <p>Assessment:</p> <p>How and why two interpretations about the suffrage movement are different.</p> <p>How is this source useful for learning about the role of _____ in the Suffrage Movement.</p> | <p>Assessment:</p> <p>How far do you agree that Acts of Terror are primarily motivated by Religion.</p> <p>Two sided argument supported by evidence with conclusion.</p> | | | |
| <p>10</p> <p>2021/2</p> <p>2</p> | <p>Early Elizabethan England: Paper Two Section B Edexcel GCSE.</p> <p>British Depth Study</p> <p>Key Topic 2:</p> <ul style="list-style-type: none"> • Plots and revolts against Elizabeth • Relations with Spain • Outbreak of war with Spain 1585-88 • The Armada | <p>Early Elizabethan England: Paper Two Section B Edexcel GCSE.</p> <p>British Depth Study</p> <p>Key Topic 3:</p> <ul style="list-style-type: none"> • Education and Leisure • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia | <p>Medicine through time, c1250-present: Section B Paper One Edexcel GCSE</p> <p>Thematic Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> • Ideas about causes of disease and illness in Medieval England • Approaches to treatment and prevention in Medieval England • The Black Death | <p>Medicine through time, c1250-present: Section B Paper One Edexcel GCSE</p> <p>Thematic Study</p> <p>Key Topic 3:</p> <ul style="list-style-type: none"> • Ideas about causes of disease and illness in 18th and 19th Century England • Approaches to prevention and treatment in 18th | <p>Recap and Reactivation</p> | <p>The American West, c1835-c1895: Paper Two Section A Edexcel GCSE</p> <p>Period Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> • The Plains Indians: their beliefs and way of life • Migration and early settlement • Conflict and Tension |



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| | | | <p>Key Topic 2:</p> <ul style="list-style-type: none"> Ideas about causes of disease and illness in Renaissance England Approaches to prevention and treatment in Renaissance England William Harvey The Great Plague | <p>and 19th Century England</p> <ul style="list-style-type: none"> Cholera <p>Key Topic 4:</p> <ul style="list-style-type: none"> Ideas about the causes of diseases and illness 1900-present Approach to prevention and treatment 1900-present Fleming, Florey and Chain's development of penicillin. Lung Cancer | <p>Key Topic 2:</p> <ul style="list-style-type: none"> The development of settlement in the West |
| <p>11 2020/2 1</p> | <p>Recap and Reactivation &</p> <p>The American West, c1835-c1895: Paper Two Section A Edexcel GCSE</p> <p>Period Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> The Plains Indians: their beliefs and way of life Migration and early settlement Conflict and Tension <p>Key Topic 2:</p> | <p>The American West, c1835-c1895: Paper Two Section A Edexcel GCSE</p> <p>Period Study</p> <p>Key Topic 2 cntd.</p> <ul style="list-style-type: none"> Ranching and the cattle industry Changes in the way of life of the Plains Indians <p>Key Topic 3:</p> <ul style="list-style-type: none"> Changes in farming, the cattle industry and settlement Conflict and tension | <p>Weimar and Nazi Germany, 1918-1939: Paper Three Edexcel GCSE</p> <p>Modern Depth Study</p> <p>Key Topic 1:</p> <ul style="list-style-type: none"> The origins of the Republic 1918-19 Early challenges to the Republic, 1919-23 The recovery of the Republic, 1924-29 Changes in society 1924-29 <p>Key Topic 2:</p> | <p>Weimar and Nazi Germany, 1918-1939: Paper Three Edexcel GCSE</p> <p>Modern Depth Study</p> <p>Key Topic 3:</p> <ul style="list-style-type: none"> The creation of a dictatorship 1933-34 The police state Controlling and influencing attitudes Opposition, resistance and conformity <p>Key Topic 4:</p> | <p>Recap and Reactivation</p> |



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| | <ul style="list-style-type: none">• The development of settlement in the West | <ul style="list-style-type: none">• The destruction of the Plains' Indians way of life. | <ul style="list-style-type: none">• Early development of the Nazi Party, 1920-22• The Munich Putsch and lean years 1923-29• Growth in Nazi support 1929-32• How Hitler became Chancellor 1932-33 | <ul style="list-style-type: none">• Nazi policies towards women• Nazi policies towards the young• Employment and living standards• The persecution of minorities | |
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