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| Key Stage Three History | | | | | |
| Year 7 | | | | | |
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| The Romans | The Romans in Britain | Medieval Realms; the Norman invasion | Medieval Realms; Life in the Middle Ages | The Tudor Kings | The Tudors, Mary and Elizabeth |
| Year 8 | | | | | |
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Stuart England, the Gunpowder Plot | Stuart England, the Civil War | The Industrial Revolution, factories and mines | The Industrial Revolution, change and continuity | Slavery, cause and consequence | Jack the Ripper |
| Year 9 | | | | | |
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| World War One, causes and trench warfare | World War One, effects and the peace | The Holocaust | The USA; the Roaring Twenties | The USA; the economic boom in the 1920s | The USA; the ‘dark side’ of the 1920s |

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| Key Stage Four: GCSE History | | | |
| Understanding the modern world, Shaping the nation  Aims of the course: to enable students to study different aspects of the past in order that they can engage with key issues such as conflict and tension  To understand what drives change and how the past influences the present | | | |
| Component 1 | Component 2 | Component 3 | Component 4 |
| America, 1920-1973  Opportunity and inequality  Exam at the end of the course | Conflict and tension in Asia, 1950-1975  Key issues in Korea and Vietnam  Exam at the end of the course | Britain: Health and the people, c1000 to the present day  Looking at the causes and cures associated with health of the people  Exam at the end of the course | Elizabethan England, c1568-1603  British depth study including the historic environment  Exam at the end of the course |

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| Key Stage Five: A level History | | | |
| Aims of the course: To gain a deeper understanding of the past through political, social, cultural and economic perspectives.  To help students understand the significance of historical events, the role of individuals in history and the nature of change over time. | | | |
| Component 1 | Component 2 | Component 3 | Component 4 |
| Tsarist and Communist Russia, 1855-1964  The preservation of autocracy  The collapse of autocracy  The emergence of the Communist dictatorship  The Stalinist dictatorship and reaction  Two hour 45 minute exam | The Making of Modern Britain, 1951-2007  The Affluent Society  The Sixties  The end of Post War consensus  The impact of Thatcherism  Towards a new consensus  The Era of New Labour  Two hour 45 minute exam | Historical Investigation – non examined assessment  This is worth 20% of the overall A level and is a personal study. It involves research, source evaluation and historical interpretation. |  |

Subject Name: History

The History faculty aims to:

* To enable students to understand the present through a study of events, developments and ideas that have gone before
* To enable students to gain a better understanding of the history of their own country and also the history of other nations and peoples
* By the study of History, for students to improve their ability to argue, analyse and conduct research.

Key Stage Three:

We explore the Romans and also study Medieval England. Students will have the opportunity to research aspects of British political and social History such as the Industrial Revolution. Students will also study modern warfare with a focus on World War 1 where trench warfare will be investigated. As an introduction to GCSE work, the boom period in 1920s America will also be studied.

Key Stage Four:

Students follow AQA 8145 GCSE History

Post 16:

Students follow AQA A level

Options; 1H – Russian 1855-1964, 2S – Britain 1951-2007

For further information about the History curriculum, please contact:

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**Curriculum**

Academies and free schools must publish:

* the content of the curriculum your school follows in each academic year for every subject
* your approach to the curriculum
* how parents or other members of the public can find out more about the curriculum your school is following
* how you meet the [16 to 19 study programme requirements](https://www.gov.uk/government/publications/16-to-19-study-programmes-advice-on-planning-and-delivery) (if you have a sixth form or offer education at 16 to 19)

Depending on what phase of education your school offers, you should also publish any of the following that apply to your school:

* the names of any phonics or reading schemes you are using in key stage 1
* a list of the courses available to pupils at key stage 4, including GCSEs
* the 16 to 19 qualifications you offer