

The Rise Aims		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Diverse and challenging curriculum for all year groups.</li> <li>• Ability to analyse, evaluate and judge – critical thinking</li> <li>• Allowing for and encouraging a range of informed opinions to support students with diverse perspectives</li> <li>• Curiosity and an enquiring approach to learning inside and outside the classroom</li> <li>• Create a persuasive verbal/ written argument.</li> <li>• Recognise the origins/ backgrounds of our student body and develop a good cultural capital.</li> </ul>	<b>Year 4</b>	Ancient Egypt		Shang Dynasty		Benin	
	<b>Year 5 and Year 6</b>	Genghis Khan		Ancient Greeks		Aztecs	
		Ancient Romans*		Vikings		Normans	
	<b>Year 7</b>	Medieval Britain		Tudors		Stuarts Civil War Glorious Revolution	
	<b>Year 8</b>	British Empire		Revolution	Napoleon	Industrial Revolution & Protest	Crime and Punishment
	<b>Year 9</b>	World War One		Russian Revolution		Civil Rights Movement	
	<b>Year 10</b>	<b>Depth Study:</b> Germany 1918-1945 <b>KI1:</b> Versailles Settlement	<b>KI2:</b> League of Nations	<b>KI3:</b> International Peace 1939	<b>KI4:</b> Cold War	<b>KI5:</b> Containment	<b>DKI6:</b> Soviet Union
	<b>Year 11</b>	<b>Coursework:</b> Assess the significance of the Depression on Germany.		Revision	Source Analysis		

- Ofsted Aims**
- ✓ **Chronology and Influence of/on Britain** - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
  - ✓ **World History** - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
  - ✓ **Abstract terms** – gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’, ‘feudal system’, ‘suffrage’, ‘appeasement’, absolute monarchy’, ‘divine right’, slavery’, ‘crime and punishment’, ‘propaganda’, ‘trench warfare’, ‘genocide’, ‘resistance’
  - ✓ **Historical concepts, analysis and extended writing** – understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
  - ✓ **Source work and Interpretations** – understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
  - ✓ **Historical context** - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between **local, regional, national** and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.