

History Curriculum Map

Intent

The history curriculum aims to inspire students to become well rounded and passionate historians who think critically about the world they inhabit. To effectively interact with the modern world an understanding of students' own history, and that of those around them is essential. In their study of history, they will consider a range of perspectives and develop the ability to make balanced arguments and well sustained judgements. They will develop an understanding of how our history forms our sense of identity and place in the world, and through studying a range of periods and peoples will become more empathetic and open minded. Through a knowledge rich curriculum, students will gain an in depth understanding of a range of events and issues throughout history and build their historical literacy and conceptual understanding. This will ensure students can positively encounter and understand the dynamics of the modern world. Students will learn to ask thoughtful questions and develop independent, analytical thinking and a passion for learning, ensuring they complete their history education as thoughtful, academics. Throughout KS3 there are many opportunities to build a foundation of knowledge to help embed knowledge and prepare them for their continued study at GCSE

Term	1	2	3	4	5	6
Year 7	<p><u>Why did William win the Battle of Hastings in 1066?</u></p> <p>Key Skill: Cause and Consequence</p> <p>Assessment Question: Explain who had the strongest claim to the throne in 1066. (8)</p> <p>After completing a brief 'History Skills' module, students will learn the history of the Norman invasion – the last invasion of the British Isles. They will learn about the context of 1066 which led to the rivalry over the English throne. They will learn about the claimants and key battles of 1066. Students will study the factors which led to Norman success at the Battle of Hastings. This unit includes important foundation knowledge which will be built upon throughout the rest of KS3 and 4, with themes of succession, hierarchical society and power reoccurring.</p>	<p><u>How did William maintain control of England?</u></p> <p>Key Skill: Change and Continuity</p> <p>Assessment Question: 'Castles were the main reason that William was able to maintain control after 1066'. How far do you agree? (16)</p> <p>In the second half of the unit students will learn about the ways in which William I kept control of his new kingdom and evaluate the extent to which he changed life in England. Students will look at aspects of life including power, religion, social organisation, castles and language, comparing these to before the arrival of the Normans to evaluate change and continuity. This unit includes important foundation knowledge which will be built upon throughout the rest of KS3 and 4, with themes of succession, hierarchical society and power reoccurring.</p>	<p><u>What was the biggest threat faced by Medieval Kings?</u></p> <p>Key Skill: Diversity</p> <p>Assessment Questions: How useful is Source A for a historian studying the causes of Thomas Becket's murder? (8)</p> <p>'The greatest threat to medieval Kings was peasant rebellions'. How far do you agree with this statement? (16)</p> <p>Students will learn about key individuals and the religious, political and social challenges they faced, including the murder of Thomas Becket, the Magna Carta, the Black Death and the Peasants' Revolt. Key themes will include personal and political criteria for determining success for medieval rulers, the use and abuse of power by monarchs (including consultation, law and finance and taxation) and the challenges they faced from their subjects.</p> <p>This unit introduces students to topics that are revisited at KS4: significance of Church in medicine and introduction to key contextual knowledge and concepts e.g. black death, miasma and care not cure.</p>	<p><u>How significant were the Crusades? (interspersed with Revision of Content)</u></p> <p>Key Skill: Significance</p> <p>Assessment Question: How convincing is Interpretation A about the reasons people went on a Crusade? (8)</p> <p>End of Year Exam</p> <p>This unit focuses on the relationship between Europe and the East, learning about the spread of Islam and its impact in Arabia leading to the Ottoman Empire. Students will study the impact of the clash between Christendom and Islam in the Crusades, connecting their learning to the long-term consequences and contemporary tensions between East and West. Concepts of consequence and significance will run throughout.</p> <p>KS4 links to Health and the People: Builds a foundation of an understanding of Islamic medicine</p>		

<p>Year 8</p>	<p><u>How did religion change during the Tudor Period?</u></p> <p>Key Skill: Change and continuity</p> <p>Assessment Questions: How does Interpretation A differ from Interpretation B about the causes of the Break with Rome? (4)</p> <p>Why do Interpretation A and Interpretation B have different opinions about the causes of the Break with Rome? (4)</p> <p>Students will study the causes of the Reformation and the establishment of the Church of England through the story of Henry VIII and his desire for a male heir to the throne. The Reformation had implications on not just the religion of the English people, but with the dissolution of the monasteries, it also affected the social provisions of health care, education and support for the vulnerable. Henry VIII's decision to found the Protestant church directly leads to the 'religious rollercoaster' of the Tudor dynasty. Students will focus on the 'religious rollercoaster', which followed Henry VIII's decision to break from Rome, looking at Edward VI, Mary I and Elizabeth I.</p>	<p><u>Was the Tudor period really a golden age?</u></p> <p>Key Skill: Diversity</p> <p>Assessment Question: How useful is Source A for a historian studying Tudor lifestyles? (8)</p> <p>Students will study the society and culture of Elizabethan England. This will include a study of the Golden Age of Culture, including architecture, art, music and literature. They will also consider the economy, looking at the rise of the gentry, trade and exploration and the issue of poverty. Lastly they will consider threats to Elizabeth's power, including the Northern Rebellion and role of Mary Queen of Scots.</p> <p>KS4 links to Elizabeth I: This unit will provide students with contextual information on Elizabeth's background. Students will explore some of the problems caused by the Reformation, and how this impacted Elizabeth's reign. It will serve as an introduction to key contextual knowledge and concepts required for the GCSE unit on Elizabeth I e.g. the challenges faced by a female monarch, her religious settlement, the defeat of the Spanish Armada and the introduction of the Poor Law.</p>	<p><u>Why did Charles lose his head?</u></p> <p>Key Skill: Cause and consequence</p> <p>Assessment Question: Explain the causes of the English Civil War (8)</p> <p>Students will learn about the foundation of medieval kingship – Divine Right – and how this and other mistakes led to the breakdown of relations between Charles and Parliament between 1640 and 1642. The importance of conceptual themes will be re-enforced including the role of religion, economy and politics in causing the Civil War. Students will be asked to explore the long and short term causes of the Civil War and the execution of Charles I. The English civil war resulted in families fighting against families, Parliament going to war against the king and the king being found guilty of treason. This consolidates key themes of threats to power and control covered in Year 7.</p>	<p><u>Who benefited and who suffered as a result of the British Empire?</u></p> <p>Key Skill: Significance</p> <p>Assessment Question: Explain the significance of the Indian Rebellion on the British Empire(8)</p> <p>Students will investigate how and why the British Empire developed, including what countries were controlled by Britain at the Empire's peak. They will investigate the impact that this had on India, in particular looking at who gained and who lost out. They will study the Indian Rebellion in order to understand how the Indian's responded to British rule. They will then investigate the Slave Trade, including the Middle Passage. They will investigate who benefitted from the Slave Trade and then consider how a variety of people campaigned for its abolition.</p>	<p><u>What impact did industrialisation have on Britain? (interspersed with Revision of Content)</u></p> <p>Key Skill: Change and continuity</p> <p>Assessment Questions: How does Interpretation A differ from Interpretation B about the treatment of children in factories? (4)</p> <p>Which interpretation is more convincing about the treatment of children in factories? (8)</p> <p>END OF YEAR EXAM</p> <p>Students will investigate the combination of factors that occurred in the 18th Century that led to the growing industrialisation of Britain. They will study the effects of this on employment, childhood, public health and law and order. This will culminate in an investigation into the Jack the Ripper murder mystery, considering why it was so hard for the police to solve this case.</p> <p>KS4 links to Medicine: This unit will provide students with contextual understanding about Industrial period Public Health. They will look at the problems caused by overcrowding, dirty water, poor housing, lack of sanitation and dangerous work places. They will also consider the legal frameworks put in place to improve these conditions.</p>
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<p>Year 9</p>	<p><u>How did one shot change the world?</u></p> <p>Key Skill: Cause and consequence Assessment Questions: Which of the following was a more important cause of WW1: Empires of the Assassination of Franz Ferdinand? (12)</p> <p>Students will begin to explore the concept of causation in relation to inevitability and determinism – was World War One unavoidable? Students will investigate the long and short term factors leading to the first major modern warfare event. World War One was the first conflict to involve people from all over the world, and was a turning point in the way European countries thought about war. The exploration of key concepts, such as alliances, militarism, imperialism and nationalism help students to appreciate the complex causes which led to war. This focus on causation will consolidate student's understanding of causation from Year 8 (The Reformation and English Civil War).</p> <p>KS4 Links to Conflict and Tension: This will link with the study of WW1 that the students will complete as part of their GCSE. It will form the foundations for later study.</p>	<p><u>Why was the war not over by Christmas?</u></p> <p>Key Skill: Diversity</p> <p>Assessment Questions: How does Interpretation A differ from Interpretation B about life in the trenches? (4)</p> <p>Why do Interpretation A and Interpretation B have different opinions about life in the trenches? (4)</p> <p>Which interpretation do you find most convincing about life in the trenches (8)</p> <p>Students will build on their contextual understanding of the causes of WW1 to explore what the experience of WW1 was like for those fighting on the front line and those at home in Britain. Students will cover why men volunteered to fight, trench warfare and key events of WW1 including the Battle of the Somme. Students will study why World war One became known as the 'war to end all wars' as it was war on a scale never seen before. New methods of fighting, such as the introduction of trench warfare, correlating with the introduction of new technology, machinery and ease of communication, meant that World War One had a long-lasting impact on the World.</p> <p>KS4 Links to Conflict and Tension: This will link with the study of WW1 that the students will complete as part of their GCSE. It will form the foundations for later study.</p>	<p><u>What was it like to live in Nazi Germany?</u></p> <p>Key Skill: Diversity</p> <p>Assessments Question: How useful is Source A for a historian studying Hitler's rise to power? (8)</p> <p>Students will investigate the unique conditions in German in the 1930s and how this influenced Hitler's rise to power. They will then consider the impact that Nazi rule had on people's lives, in particular focusing on women, children and minorities. The unit will particularly focus on the treatment of Jews in Germany and the increasing persecution which led to the 'final solution' of the Holocaust. Students will consider the social responsibility they hold to ensure that the horrors of the Holocaust are not repeated</p>	<p><u>Was America the land of opportunity in the 1920s and 1930s? (interspersed with Revision of Content)</u></p> <p>Key Skill: KS4 Change and Continuity</p> <p>Assessment Questions: Which of the following was the more important reason why there was an economic boom in the 1920s: hire purchase or advertising? (12)</p> <p>How does Interpretation A differ from Interpretation B about the New Deal?</p> <p>Why do Interpretation A and Interpretation B have different opinions about the New Deal?</p> <p>Which interpretation do you find more convincing about the New Deal?</p> <p>This period study focuses on the development of the USA during a turbulent two decades of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>KS4 Links to USA: Opportunity and Inequality: This will link with the study of the USA that the students will complete as part of their GCSE. It will form the foundations for later study.</p>		
<p>Term</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
	<p><u>Britain: Health and the people: c1000 to the present day</u></p>			<p><u>Elizabethan England, c1568–1603</u></p>		<p><u>Conflict and tension: the First World War, 1894–1918</u></p>

<p>Year 10</p>	<p>Students will start with a thematic study of the history of medicine in Britain from medieval times to the present day. This unit will give students an insight into the ways in which Britain has changed over the last 1000 years, through the lens of medical understanding and treatment. This will give students an overview of the chronology of all the historical periods they will study over the GCSE course. Students will investigate medical beliefs and factors influencing understanding, including the role of the church, government, science and technology and specific individuals over the medieval, Renaissance, 19th century and modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be expected to draw on second order concepts of change, continuity, causation and/or consequence, significance and source analysis which will help them to develop key second order concept skills to become critical thinking, academic historians.</p>	<p>In this unit students will study Elizabeth I's reign in depth. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Students will learn about Elizabeth's upbringing, relationship with Parliament and threats to her reign.</p> <p>Students will study the Elizabethan 'Golden Age of Culture', including living standards and fashions, growing prosperity and the rise of the gentry and the Elizabethan theatre, circumnavigation and trade. Students will look at the problems Elizabeth faced including the question of religion, political threats, plots against Elizabeth, Mary Queen of Scots and the Spanish Armada.</p>	<p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p>
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<p>Year 11</p>	<p><u>Britain: Health and the people: c1000 to the present day</u></p> <p>Students will start with a thematic study of the history of medicine in Britain from medieval times to the present day. This unit will give students an insight into the ways in which Britain has changed over the last 1000 years, through the lens of medical understanding and treatment. This will give students an overview of the chronology of all the historical periods they will study over the GCSE course. Students will investigate medical beliefs and factors influencing understanding, including the role of the church, government, science and technology and specific individuals over the medieval, Renaissance, 19th century and modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be expected to draw on second order concepts of change, continuity, causation and/or consequence, significance and source analysis which will help them to develop key second order concept skills to become critical thinking, academic historians.</p>	<p><u>Elizabethan England, c1568–1603</u></p> <p>In this unit students will study Elizabeth I's reign in depth. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Students will learn about Elizabeth's upbringing, relationship with Parliament and threats to her reign.</p> <p>Students will study the Elizabethan 'Golden Age of Culture', including living standards and fashions, growing prosperity and the rise of the gentry and the Elizabethan theatre, circumnavigation and trade. Students will look at the problems Elizabeth faced including the question of religion, political threats, plots against Elizabeth, Mary Queen of Scots and the Spanish Armada.</p>	<p><u>Revision</u></p> <p>Having covered the GCSE course, students will spend the following term consolidating their understanding, perfecting exam technique and writing under timed conditions. This will enable our students to feel as confident as possible when sitting the GCSE exam.</p>
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<p>Term</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
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<p>Year 12 Paper 1</p>	<p><u>Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96</u></p>					
<p>Overview</p>	<p>This option comprises a study in breadth, in which students will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1917-80. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact the Reagan presidency had on the USA in the years 1981–96.</p>					

<p>Year 12</p> <p>Paper 2</p> <p>Overview</p>	<p style="text-align: center;"><u>Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’</u></p> <p>This option comprises a study in depth of South Africa during its transition from white minority rule to the free elections of 1994, a long, and at times, dramatic process in which South Africa changed from an apartheid state into a multi-racial democracy. Students will gain an in-depth understanding of the creation and consolidation of the apartheid regime by the National Party and the response and methods used by their political opponents in the struggle to overthrow apartheid, as well social, economic and cultural changes that accompanied this process.</p>
<p>Year 13</p> <p>Paper 3</p>	<p style="text-align: center;"><u>Paper 3, Option 31: Rebellion and disorder under the Tudors, 1485–1603</u></p> <p>This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.</p>
<p>Year 12</p> <p>Coursework</p>	<p style="text-align: center;"><u>Coursework</u></p> <p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.</p>

Impact:
 At KS3 progress is measured through KPI’s and marked (GCSE style) exam questions. At KS4 and KS5 progress is measured through regular GCSE and A-Level exam questions. Students will use knowledge organisers and revision guides as homework to embed foundation knowledge which is tested in fortnightly content quizzes in class. The outcomes of both of these measures will be used to inform teaching and revision, with the aim of moving students toward achieving mastery. Students will be encouraged to engage with topic specific ‘Read, watch, do’ lists which will help to build wider contextual understanding, encourage a wider literacy and inspire students to read and research around the subject they are studying in class, by watching, visiting and engaging with a range of historical resources outside of school. These lists comprise of a mixture of relevant period fiction books, documentaries, period films, podcasts, and museum exhibits. Students will also wish to participate in the KS3 history club. Levels of engagement with history will be measured by numbers of students choosing to continue studying history at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in history to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals