

## History Curriculum Map

**Intent:** The History Curriculum is a result of a collaborative and evolving process. We believe that a great historical education should give students the cultural capital needed for successful futures, with our SOWs covering a range of eras, countries and cultures. Our lessons are always linked to the present, ensuring our students are aware of where we've come from and how this informs where we are going. The development of key transferable historical skills is embedded in our teaching and should allow students to make great progress not only in our lessons, but in all lessons and in the world of work. These skills are developed throughout all key stages and build upon each other. As teachers, we ensure that our lessons are underpinned by current and relevant academic research ensuring our schemes of work are always in flux. Our ultimate goal is to help pupils become informed, responsible and discerning members of British society.

At Key Stage 3, we aim to provide students with an overall chronology of British History from the Iron Age to the present day. We focus on the key moments in History, which have helped shaped modern Britain charting the course from monarchy to democracy. We also cover a number of international events, which we consider crucial for any students' cultural capital including the Holocaust, the Russian Revolution and both World Wars. At Key Stage 3, we develop the key historical skills advocated by the Historical Association including source analysis, writing narratives and essay writing. Students cover a range of historical concepts including continuity and change, cause and consequence, similarity and difference and significance.

At Key Stage 4, we continue to build on the historical and transferable skills taught in the previous Key Stage especially in regard to source work and the evaluation of historical interpretations. We consolidate on the breadth of students' knowledge through studying a variety of historical events from the Norman Conquests to the fall of the Soviet Union. We seek to ensure that all pupils make outstanding progress.

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
<b>Year 7</b>	<p><b>Divide and Conquer: Who was the first leader of England?</b></p> <ul style="list-style-type: none"> <li>• Celts, Romans, Vikings, Anglo-Saxons and the Catholic Church</li> <li>• 12 mark 'explain' question</li> </ul> <p><b>Battle of Hastings. Why did William win?</b></p> <ul style="list-style-type: none"> <li>• Succession crisis 1066, claimants to the Throne, Battle of Stamford Bridge.</li> <li>• 16 mark statement question</li> </ul>	<b>Assessment 1</b>	<p><b>Out with the old, in with the new: How did England change after 1066?</b></p> <ul style="list-style-type: none"> <li>• Castles, language, rebellion, domesday, landholding</li> <li>• 4 mark 'describe' and 12 mark 'explain' question</li> </ul> <p><b>Courage and cowardice: What makes a good king?</b></p> <ul style="list-style-type: none"> <li>• Richard I, John I, Edward III, Richard II, Henry V</li> <li>• 8 mark source analysis</li> </ul>	<b>Assessment 2</b>	<p><b>God or Gold: Why do historians disagree on the first crusaders?</b></p> <ul style="list-style-type: none"> <li>• Causes of the first crusade</li> <li>• Interpretations of Bartlett, Riley-Smith and Jones</li> <li>• 4 mark interpretation questions</li> </ul> <p><b>What was the most important cause of the Peasants' Revolt?</b></p> <ul style="list-style-type: none"> <li>• Black death, Richard II, Poll tax and Wat Tyler</li> <li>• 8 mark narrative question</li> </ul>	<p><b>Was the 15<sup>th</sup> century in England a golden age for women?</b></p> <ul style="list-style-type: none"> <li>• Post-plague experience of widows, single women, married women and working women.</li> <li>• 16 mark interpretation question</li> </ul>	<b>Assessment 3</b>	<p><b>Who was the most significant Tudor Monarch?</b></p>	<p><b>Brother against brother: What made a country fight against each other?</b></p>

Year 8	<b>Blood, mud or tears? What was the experience of World War One?</b> <ul style="list-style-type: none"> <li>• Long and short term causes of WWI</li> <li>• 4 mark difference/similarity question and 16 mark agree question.</li> </ul>	Assessment 1	<b>Blood, mud or tears? What was the experience of World War One?</b> <ul style="list-style-type: none"> <li>• Trench warfare, colonial experience, women and children.</li> </ul>	Assessment 2	<b>Deeds not words: How did women become citizens?</b> <ul style="list-style-type: none"> <li>• Women in 1800, Early Thinkers, Suffragists, Suffragettes and World War One.</li> <li>• 8 mark consequence, narrative and importance question.</li> </ul> <b>No Hitler, no Holocaust?</b> <ul style="list-style-type: none"> <li>• Post war Germany, the origins of the Nazi party, Mein Kampf and the 25-point plan, early anti-Semitic laws, Nuremberg laws, Kristallnacht, World War II structuralist and intentionalist views.</li> <li>• 4 mark and 16 mark interpretation questions.</li> </ul>	<b>From exclusion to equality: What is the 2010 Equality Act?</b> <ul style="list-style-type: none"> <li>• 2010 equality act: gender, sexual orientation, disability and race.</li> <li>• 8 mark narrative question.</li> </ul>	Assessment 3	<b>How did politics make the early 20<sup>th</sup> century so bloody?</b> <ul style="list-style-type: none"> <li>• 1948 communist manifesto, Russian revolution and the rise of fascism in Europe.</li> <li>• 4 mark inference and follow up question. 8 mark source analysis question.</li> </ul>	<b>Who won World War II?</b> <ul style="list-style-type: none"> <li>• Britain, USA, USSR.</li> <li>• 16 mark agree question.</li> </ul>
Year 9	<b>Crime and Punishment through time: c.1000-present</b> <ul style="list-style-type: none"> <li>• Key events of the Medieval period. Changes to crime, enforcement and punishment and the reasons for those changes.</li> <li>• 4 mark describe question, 12 mark explain question and 16 mark agree question.</li> </ul>		<b>Crime and Punishment through time: c.1000-present</b> <ul style="list-style-type: none"> <li>• Key events of the Early Modern period. Changes to crime, enforcement and punishment and the reasons for those changes.</li> <li>• 4 mark describe question, 12 mark explain question and 16 mark agree question.</li> </ul>		<b>Crime and Punishment through time: c.1000-present</b> <ul style="list-style-type: none"> <li>• Key events of the 18th and 19th centuries. Changes to crime, enforcement and punishment and the reasons for those changes.</li> <li>• 4 mark describe question, 12 mark explain question and 16 mark agree question.</li> </ul>	<b>Crime and Punishment through time: c.1000-present</b> <ul style="list-style-type: none"> <li>• Key events of the Modern period. Changes to crime, enforcement and punishment and the reasons for those changes.</li> <li>• 4 mark describe question, 12 mark explain question and 16 mark agree question.</li> </ul>		<b>Whitechapel c1870-c1900</b> <ul style="list-style-type: none"> <li>• Context of Whitechapel: Poverty, housing, immigration and orphans.</li> <li>• 4 mark describe and follow up question. 8 mark source analysis question.</li> </ul>	<b>Whitechapel c1870-c1900</b>  <b>Recap Crime and Punishment through time: c.1000-present</b>

<b>Year 10</b>	<b>Superpower relations and the Cold War 1941-1991</b> <ul style="list-style-type: none"> <li>Origins and development of the Cold war in Europe. Differences between communism and capitalism.</li> <li>8 mark consequence, narrative and importance question.</li> </ul>	<b>Assessment 1</b>	<b>Superpower relations and the Cold War 1941-1991</b> <ul style="list-style-type: none"> <li>Cold War in Europe, Cuba and the Middle East. The fall of the Soviet Union and the end of the Cold War.</li> <li>8 mark consequence, narrative and importance question.</li> </ul>	<b>Assessment 2</b>	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Queen, government and religion 1558-69</li> <li>Challenges to Elizabeth at home and abroad 1569-88</li> </ul>	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Elizabeth society in the Age of Exploration 1558-88</li> <li>4 mark describe question, 12 mark explain question and 16 mark agree question.</li> </ul>	<b>Assessment 3</b>	<b>Whitechapel c1870-c1900</b> <ul style="list-style-type: none"> <li>Political ideas in Whitechapel, Ripper murders and the organisation and duties to the police. Improvements in Whitechapel. 4 mark describe and follow up question. 8 mark source analysis question.</li> </ul>	<b>Whitechapel c1870-c1900</b> <p><b>Recap Superpower relations and the Cold War 1941-1991, Early Elizabethan England 1558-1588</b></p>
<b>Year 11</b>	<b>Weimar and Nazi Germany, 1918-1939</b> <ul style="list-style-type: none"> <li>Origins, context and weaknesses of the Weimar Republic. The origins of the Nazi party.</li> <li>4 mark inference and interpretation questions. 8 mark source analysis question. 12 mark explain question. 16 mark interpretation question.</li> </ul>	<b>Mock Exam 1</b>	<b>Weimar and Nazi Germany, 1918-1939</b> <ul style="list-style-type: none"> <li>Rise of the Nazi party, Wall Street Crash. Hitler as Chancellor.</li> <li>4 mark inference and interpretation questions. 8 mark source analysis question. 12 mark explain question. 16 mark interpretation question.</li> </ul>	<b>Mock Exam 2</b>	<b>Weimar and Nazi Germany, 1918-1939</b> <ul style="list-style-type: none"> <li>Hitler as Fuhrer and consolidation of power.</li> <li>Nazi policies toward women, the youth. Jews and other minorities. Revision.</li> <li>4 mark inference and interpretation questions. 8 mark source analysis question. 12 mark explain question. 16 mark interpretation question.</li> </ul>	<b>Revision: Crime and Punishment through time: c.1000-present</b> <p><u>And</u></p> <b>Whitechapel c1870-c1900</b>	<b>Mock Exam 3</b>	<b>Revision: Superpower relations and the Cold War 1941-1991</b> <p><u>And</u></p> <b>Early Elizabethan England 1558-1588</b>	<i>Summer Exams</i>