

History Subject Curriculum Map 2025-2026

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 student's 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>Empires East and West c.1000. <i>In Half Term 1, Year 7 students will study major empires around the world c.1000, exploring power, religion, and trade. They will learn about the Han and Song dynasties in China, the influence of Buddhism, and the importance of the Silk Roads in spreading ideas and goods. The Islamic Empire will be studied through Baghdad’s wealth, scholarship at the House of Wisdom, and the leadership of the caliphs. Students will also explore the Byzantine Empire, focusing on Constantinople’s trade and the limited power of women like Empress Zoe. Finally, they will examine the Holy Roman Empire and the Church’s influence.</i> Ask ChatGPT</p> <p><u>KS4 links to Health and the People:</u> Builds a foundation of an understanding of Islamic medicine</p> <p><u>Historical concepts & skills:</u> Similarity and difference Source inference</p>	<p>Norman Conquest and Control <i>In Half Term 2, Year 7 students will study the Norman Conquest and how the Normans gained control of England. They will explore the diverse peoples of Anglo-Saxon England before 1066, including Britons, Romans, Angles, Saxons, Jutes, and Vikings, and the lives of Anglo-Saxon women. Students will learn about the succession crisis after King Edward the Confessor’s death and the three main claimants to the throne. They will study the key battles of 1066 - Stamford Bridge and Hastings - and why William of Normandy was victorious. The unit covers Norman methods of control, including castles, the Harrying of the North, the feudal system, and the Domesday Book, as well as political, economic, and social changes introduced by the Normans.</i></p> <p><u>KS4 links:</u> These units include important foundation knowledge, which will be built upon throughout the rest of KS3 and 4, on the themes of succession, hierarchical society and power. They also serve as an introduction the concepts of causation and change and continuity.</p> <p><u>Historical concepts & skills:</u> Causation Change and continuity Source inference</p>	Synoptic Assessment	<p>Medieval Religion <i>In Half Term 3, Year 7 students will explore how religion was fundamental to life in the Middle Ages by studying the powerful role of the Catholic Church in everyday society. They will learn about the Church’s hierarchy - pope, bishops, priests, monks, and nuns - and why the Church controlled many aspects of life through practices like excommunication and legal privileges. The unit investigates popular beliefs about religion, including worship in cathedrals, parish churches, pilgrimages, and the use of Doom paintings to teach illiterate people. Students will also explore how the Church influenced healthcare and taught ways to reduce time in purgatory. The history and persecution of Jewish people in medieval England will be examined, alongside the development of source skills like inference. Religion’s significance is a recurring theme across KS3 and KS4 history units.</i></p> <p><u>KS4 links:</u> Significance of Church in medicine and introduction to contextual knowledge and concepts e.g. black death, miasma and care not cure and Elizabeth I’s problems with religion after the Reformation, resulting in her ‘middle way’.</p> <p><u>Historical concepts & skills:</u> Significance Source inference</p>	<p>Challenges to Medieval Monarchs <i>In Half Term 4, Year 7 students will explore the challenges faced by medieval monarchs to understand the complexities of ruling during the Middle Ages. They will study religious challenges like Archbishop Thomas Becket’s conflict with King Henry II and political challenges such as King John’s disputes with the barons that led to the Magna Carta. Students will examine dynastic struggles, including the rivalry between Matilda and King Stephen and the Wars of the Roses ending at the Battle of Bosworth. Social challenges like the Black Death and the Peasants’ Revolt under King Richard II will also be covered. This unit highlights themes of power, law, taxation, and the criteria for a successful monarch, with connections to later topics in Year 8 and KS4.</i></p> <p><u>KS4 links:</u> Challenges to Elizabeth I</p> <p><u>Historical concepts & skills:</u> Similarity and difference Significance Source inference</p>	<p>Medieval Mali <i>In this unit, students will study the importance of Mansa Musa, leader of the Malian Empire from 1312 to 1337, focusing on his immense wealth, ambition, and influence. They will explore how Islam shaped his actions, especially his famous pilgrimage (Hajj) to Makkah in 1324, which showcased Mali’s power and religious devotion. The unit highlights Mali’s wealth through natural resources like gold and examines Mansa Musa’s impact on the empire’s economic growth, architecture, knowledge, and beliefs. Students will also learn about Timbuktu as a key centre of trade and learning, broadening their understanding beyond Eurocentric history and linking to Year 8’s study of the Transatlantic Slave Trade.</i></p> <p><u>Historical concepts & skills:</u> Similarity and difference Significance</p>	<p>The Renaissance <i>This unit introduces students to the main themes of the Renaissance and serves as a bridging unit between the Middle Ages and the Early Modern period which they will be moving on to learning about in year 8. The SoL will focus on the growth of new ideas, scientific discoveries, the arts and the impact of the voyages of discovery and the changes they brought to the World.</i></p> <p><u>KS4 links:</u> The Renaissance period in medicine, including discoveries like the Printing Press.</p> <p><u>Historical concepts & skills:</u> Change and continuity Significance Source inference</p>	
	Year 8	<p>Henry VIII, the Reformation <i>In Half Term 1, Year 8 students will study the significant political, religious, and social changes of the Tudor period. Students will explore criticisms of the Catholic Church, the rise of Protestantism, and Martin Luther’s influence, before analysing the reasons behind Henry VIII’s break from Rome. The unit continues with the Reformation’s impact, including</i></p>		<p>A World Turned Upside Down <i>In Half Term 2, Year 8 students will investigate the political and religious upheaval in Britain from the early 17th century through to the Glorious Revolution. They will begin with the accession of King James I and the religious tensions he inherited, including the Catholic threat highlighted by the Gunpowder Plot. Students will then explore the causes of the English Civil War, both before and after 1635, including the roles of</i></p>	<p>The Transatlantic Slave Trade <i>In Half Term 3, Year 8 students will investigate the reasons for and nature of the Transatlantic Slave Trade, while also exploring the earlier history of African civilisations such as the powerful Benin and Songhai Kingdoms, and the practice of slavery in the Roman Empire, medieval Mali, Benin, and Songhai.</i></p>	<p>A Time of Revolutionary Change <i>Year 8 students will explore the causes, features, and impact of the Industrial Revolution in Britain. They will examine key factors behind this period of rapid change, including the Agricultural Revolution, technological innovation, population growth, and migration to urban areas. Students will investigate how developments in transport, especially railways, transformed industry and everyday life.. The unit also covers the changing structure of Victorian society, including the emergence of distinct upper, middle, and working classes. Students will consider the roles of women and children during this era, focusing on their contributions to industrial work and the challenges they faced, including exploitation and poor</i></p>	<p>The British Empire <i>Year 8 students will examine the rise and impact of the British Empire between 1776 and 1914. They will explore the key reasons why Britain was able to expand into the world’s largest empire, including its naval and military dominance, industrial growth, trade networks (including the trade of enslaved people), and</i></p>	

	<p><i>opposition such as the Pilgrimage of Grace, and changes in religious practice under Edward VI and Mary I. Students will then investigate the challenges Elizabeth I faced at the start of her reign, her Religious Settlement of 1559, and various Catholic plots against her, including the Babington Plot and the threat posed by the Spanish Armada. They will examine the diversity of Tudor England through African migration and figures such as John Blanke and Cattelana of Almondsbury. The term concludes with a look at Elizabethan life, including developments in theatre, leisure, poverty, and England's early attempts at exploration and colonisation in the New World.</i></p> <p><u>KS4 links to Health and the People:</u> Understanding the impact of the Break from Rome on England, particularly the loss of health and social care for the poor with the dissolution of the monasteries. 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, as well as the provision of medical care in the early modern period.</p> <p><u>Historical concepts & skills:</u> <i>Causation</i> <i>Source inference</i> <i>Interpretation evaluation</i></p>	<p><i>King Charles I, Archbishop Laud, and key events such as the Grand Remonstrance. The development of the New Model Army and key battles like Naseby will be studied, alongside the execution of Charles I and the establishment of the republic. Students will examine 17th-century beliefs about witchcraft, including the influence of King James I's Daemonologie and the witch hunts led by Matthew Hopkins. The role of Oliver Cromwell as Lord Protector will be evaluated, with particular focus on differing historical interpretations and his actions in Ireland. The term concludes with an analysis of the Restoration of the monarchy in 1660 and the Glorious Revolution, focusing on the return of Charles II, the Bill of Rights, and the 1707 Act of Union that created the United Kingdom of Great Britain.</i></p> <p><u>Historical concepts & skills:</u> <i>Change and continuity</i> <i>Source inference</i></p>		<p><i>They will develop an understanding of how the Transatlantic Slave Trade worked, Britain's role in the Triangular Trade, and how Britain benefitted economically. Students will examine the experiences of enslaved people during the Middle Passage, at slave auctions, and on plantations, and study the many forms of resistance. The unit also focuses on the individuals who campaigned for abolition, including Olaudah Equiano, Mary Prince, and abolitionists such as Wilberforce or Clarkson, as well as the economic and religious arguments that supported abolition. Studying slavery, resistance, and abolition is essential to understanding injustice, encouraging moral reflection, and developing a historical perspective on issues of persecution and human rights today. The unit concludes with an investigation into the impact of the Slave Trade on Britain, particularly its links to the Industrial Revolution and how this period of rapid change helped Britain emerge as one of the Great Powers of Europe.</i></p> <p><u>KS4 links:</u> John Hawkins' role in the slave trade under Elizabeth I</p> <p><u>Historical concepts & skills:</u> <i>Causation</i> <i>Change and continuity</i> <i>Source inference</i> <i>Interpretation evaluation</i></p>	<p><i>working conditions. This unit helps students understand the far-reaching social, political, and economic changes of the Industrial Revolution and their lasting impact on modern Britain.</i></p> <p><u>KS4 links:</u> Industrial Medicine</p> <p><u>Historical concepts & skills:</u> <i>Change and continuity</i> <i>Source inference</i> <i>Interpretation evaluation</i></p>		<p><i>the exploitation of colonised lands. Through in-depth case studies of India and the Scramble for Africa, students will investigate Britain's motivations for colonisation, the methods used to acquire territory, and the impact on indigenous populations, including changes to daily life, culture, and governance. Students will assess the economic benefits for Britain, particularly industrial growth, and the military consequences, such as the global expansion of naval bases and the suppression of colonial resistance through warfare. This unit encourages students to reflect on how the British Empire has shaped global history and continues to influence the modern world.</i></p> <p><i>This unit will build foundation knowledge which will be built on in year 9 when students move onto studying the role of imperialism in the causes of the First World War.</i></p> <p><u>KS4 links:</u> The beginnings of the colonisation of America under Elizabeth I</p> <p><u>Historical concepts & skills:</u> <i>Similarity and Difference</i> <i>Usefulness of sources</i></p>
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Year 9	<p>The Causes of World War One <i>Students will develop their understanding of the concept of causation in relation to inevitability and determinism and consider the question ‘Was World War One unavoidable?’ Students will investigate the long term, short term and trigger factors leading to the first major modern warfare event.</i></p> <p><i>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, including 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).</i></p> <p><u>Historical concepts & skills:</u> Causation Source inference Interpretation evaluation</p>	<p>Experience of WW1 <i>Students will build on their contextual understanding of the causes of WW1 to explore what the experience of WW1 was like on the front line and 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. The different experiences of individuals including women and Empire soldiers will be considered. Students will study why World war One became known as the ‘war to end all wars’ as it was fought on a scale never seen before.</i></p> <p><i>New methods of fighting, such as the introduction of trench warfare, and the introduction of new technology, machinery and ease of communication, meant that World War One had a long lasting impact on the World and had a direct impact on the actions taken by the main powers in the years following the armistice.</i></p> <p><u>Historical concepts & skills:</u> Similarity and difference Causation Source inference Interpretation evaluation</p> <p><u>KS4 links to Health and the People and Conflict and Tension:</u> The impact of war on the development of medicine and treatment, including surgery and inventions during WW1. As well as long-term causes in Conflict and Tension.</p>	<p>The journey to WW2 <i>This unit continues students’ focus on the political tensions of the 20th century and considers the key failures for peace following the end of the First World War. Students will study the attempts to build peace after war, international diplomacy and relationships between different countries and the introduction of international organisations such as the League of Nations. The SoL looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. The unit will look at the impact these agents had on Europe and particularly Germany. The latter part of the course will focus on the rise of Hitler and the causes of the outbreak of World War Two.</i></p> <p><i>Not only did these failed attempts at peace lead to the outbreak of the Second World War, but this also meant the rise of Hitler and the Holocaust. Pupils will need to consider inevitability and determinism alongside historical perspective and hindsight.</i></p> <p><u>KS4 links:</u> Introduction to main themes from the KS4 Conflict and Tension 1919-1939 unit.</p> <p>Bridging Unit on WW2 <i>Students will build on their understanding of Hitler’s rise to power to gain an understanding of life in Europe during WW2 and the key events which led to an allied victory.</i></p> <p><u>Historical concepts & skills:</u> Causation and consequence Source utility</p>	<p>The Holocaust <i>Students will build on their understanding of Hitler’s rise to power to investigate the events surrounding and leading up to the Holocaust. Students will investigate anti-Semitism over time and the persecution of Jews in the 20th century. 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.</i></p> <p><i>This unit gives students the space to consider the social responsibility they hold to ensure that the horrors of the Holocaust are not repeated, by considering what it means to be who they are and the role they can play in society.</i></p> <p><u>Historical concepts & skills:</u> Change and continuity Source inference</p>	<p>The Civil Rights Movement and Post war Britain: <i>Students will learn about key features of Post-War Britain, including the changing roles of women, children and immigration. Students will also continue their understanding of the fight for Civil Rights in Britain and the USA. Students will learn about key aspects of segregation and discrimination as well as defining campaigns of the global Civil Rights movement.</i></p> <p><i>This unit will encourage students to think about the social and moral implications of segregation and equal treatment, especially in relation to issues present in society today.</i></p> <p><u>KS4 links to USA 1920-73:</u> Builds a foundation of an understanding of the discrimination Black Americans faced and turning points of the Civil Rights Movement.</p> <p><u>Historical concepts & skills:</u> Causation Significance Interpretation evaluation</p>
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