

History Subject 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 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>A brief introduction to history skills In the first few weeks of the course students will be introduced to foundation history skills which they will encounter across KS3. This will provide a fundamental basis for key historical skills students will encounter and utilise across KS3 and 4, and will mean that key concepts that will be used in lessons have already been encountered.</p> <p>The Norman Conquest In this unit 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, on the themes of succession, hierarchical society and power. The unit also serves as an introduction to causation.</p> <p>Historical concepts & skills: Explanation Causation</p>	<p>Norman control 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 with 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, on the themes of succession, hierarchical society and power. The unit also serves as an introduction to change and continuity.</p> <p>Historical concepts & skills: Explanation Evaluation Change and continuity</p>	<p>Religion in the Middle Ages Religion was fundamental to life in the Middle Ages and in this unit pupils will learn the role of the Catholic Church in everyday life. The unit will explore the extent to which the Church controlled society, and popular beliefs about religion, focusing on the concept of significance to assess how significant religion really was. The topic will also introduce the use of sources and the skill of inference through religious and medical sources.</p> <p>The role of religion is a reoccurring theme throughout KS3 and 4 and is revisited again in Y7 (Challenges to kings and Islamic world) Y8 (The Reformation and the English Civil War) and KS4.</p> <p>KS4 links to Health and the People: significance of Church in medicine and introduction to contextual knowledge and concepts e.g. black death, miasma and care not cure. Elizabeth I's problem with religion after the Reformation, resulting in her 'middle way'.</p> <p>Historical concepts & skills: Explanation Significance Use of sources and inference</p>		<p>Challenges to Medieval Kings Students will investigate the main dynastic challenges of the period in order to understand the complexities of rule and politics in the Middle Ages. Students will learn about key individuals and the religious, political and social challenges they faced, including the Magna Carta and the Peasants' Revolt. Major themes will include personal and political criteria for determining success for medieval rulers, and the use and abuse of power by monarchs (including consultation, law and finance and taxation).</p> <p>This unit is important as it introduces students to key themes of threats to power and control, and the historical perspective of what constitutes a successful monarch. This is revisited in Y8 (The Reformation and English Civil War) and during KS4.</p> <p>KS4 links: challenges to Elizabeth I</p> <p>Historical concepts & skills: Explanation Evaluation Significance – long term and short term Use of sources and inference</p> <p>Revision for end of year assessment</p>	<p>Europe and the Islamic World 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, as well as the advances and successes of the Islamic Empire. This allows for connections to be made between their learning and 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>Historical concepts & skills: Explanation Significance – long term and short term</p>
Year 8	<p>Henry VIII, the Reformation 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. Students will investigate the European Reformation and the succession crisis in England, as well as the role of key individuals including Martin Luther, Cardinal Wolsey, Pope Clement VII, Anne Boleyn and Charles V of Spain. Students will focus on the concept of causation, significance and use of evidence – including Henry VIII's love letters to Anne Boleyn – and link factors by their relative importance. This is a turning point in European history, with the birth of the Protestant Church of England. The Reformation had implications for not only the religion of the English people, but, with the dissolution of the monasteries, also 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.</p> <p>Historical concepts & skills:</p>	Synoptic Assessment	<p>The English Civil War 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 introduced to the idea of 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,</p>	<p>The Slave Trade Students will investigate the reasons for and nature of the Transatlantic slave trade, as well as the impact of popular protest, rebellion and economics in ending the slave trade. Students will gain an understanding of how the Transatlantic slave trade worked, what Britain's role was in the 'Trade triangle' and how Britain benefitted. This will be contrasted with different interpretations of black history, introducing the concept of interpretations and the need to re-evaluate the presentation of black history in the classroom. Students will learn about the role of slaves and white abolitionists in Britain in the abolition of slavery.</p> <p>Studying the slave trade, resistance and abolition is important in exploring the treatment of others and integral to the understanding of black history and its impact on the world today. It encourages students to think about the moral and ethical causes of slavery, as well as the arguments both for and against</p>	Synoptic Assessment	<p>Civil Rights Movement Students will continue their understanding of the African-American story, looking at what happened after the abolition of slavery and how the subsequent segregation between black and white Americans led to the foundation of the Civil Rights movement. Students will learn about key aspects of segregation such as the Jim Crow Laws as well as defining campaigns of the Civil Rights movement.</p> <p>This unit will encourage students to think about the social and moral implications</p>

	<p><i>Explanation</i> <i>Evaluation</i> <i>Usefulness of sources</i></p> <p>Revision for assessment</p> <p>Elizabeth I 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. The majority of this unit will be focused on Elizabeth I’s reign as the ‘Golden Age of Culture’ and the challenges Elizabeth faced as Queen. KS4 links to the Reformation and 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, as well as the provision of medical care in the early modern period. 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. We also look at a historic environment.</p>		<p>Parliament going to war against the king and the king being found guilty of treason.</p> <p>This consolidates key themes of threats to power and control covered in Year 7, as well as building on the Magna Carta as the foundation of our modern constitutional monarchy.</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Evaluation</i> <i>Usefulness of sources</i> <i>Causation – long term, short term and trigger</i></p>	<p>abolition. As persecution and genocide continue in today’s world, it is important to introduce pupils to issues that can be viewed with historical perspective and encourage them to be on the ‘right side’ of history in the future.</p> <p>Revision for end of year assessment</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Evaluation</i> <i>Usefulness of sources</i> <i>Causation</i></p>	<p>of segregation and equal treatment, especially in relation to issues present in society today.</p> <p>KS4 links to USA 1920-73: Builds a foundation of an understanding of the discrimination Black Americans faced and turning points of the Civil Rights Movement.</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Significance</i> <i>Interpretations</i></p>	
<p>Year 9</p>	<p>Empire and the Causes of World War One Students will develop their understanding of the concept of causation in relation to inevitability and determinism – was World War One unavoidable? Students will investigate the long term, short term and trigger factors leading to the first major modern warfare event.</p> <p>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).</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Evaluation</i> <i>Usefulness of sources</i></p>	<p>Experience of WW1 (including Suffrage movement) 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. 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.</p> <p>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. This gives pupils the foundation for understanding the issues in the GCSE Conflict and Tension unit.</p> <p>KS4 links to the impact of war on the development of medicine and treatment and long term causes in Conflict and Tension.</p>	<p>Conflict and Tension: Germany 1918-1933 This is an introduction to the first unit of the History GCSE course. It continues students’ focus on the political tensions of the 20th century and considers the failures following 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. It 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.</p> <p>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.</p> <p>Introduction to KS4 Conflict and Tension 1919-1939 unit.</p> <p>Bridging Unit on WW2 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.</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Evaluation</i> <i>Usefulness of sources</i></p>		<p>Persecution – The Holocaust 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.</p> <p>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.</p> <p>Revision for end of year assessment</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Evaluation</i> <i>Interpretations</i></p>	<p>Reflections on the Holocaust/genocide. How should we participate? After their study of the Holocaust students will investigate other examples of large-scale/genocidal persecution in the 20th or 21st centuries and compare them in relation to, causes, methods, and extent, to reach a judgement about the extent to which the Holocaust was unique. There will be discussion of the extent and importance of genocide as an official policy of government. Students will consider the social responsibility they hold to ensure that the horrors of the Holocaust are not repeated.</p> <p>Historical concepts & skills: <i>Explanation</i> <i>Significance</i> <i>Interpretations</i> <i>Change and continuity</i></p>
<p>Term</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 10</p>	<p>Health and the People <i>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, chronology, significance and source analysis which will help them to develop key second order concept skills to become critical thinking, academic historians.</i></p> <p>Historical concepts & skills: <i>Usefulness of sources Significance Continuity Causation/evaluation</i></p>	<p>Health and the People continued...</p> <p>Revision</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Synoptic Assessment</p> <p>America, 1920–1973: Opportunity and inequality <i>This period study focuses on the development of the USA during a turbulent half century of change. Beginning in the post-war ‘Boom’ era, students will explore the rise in prosperity alongside the increasing division along racial and social lines during the 1920s; the economic crash and the effect of the Second World War on the economy, politics and society. 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.</i></p> <p><i>Students will study the political, economic, social and cultural aspects of these two experiences and the events that brought 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.</i></p> <p>Revision</p> <p>Historical concepts & skills: <i>Interpretations Description Explanation Causation/evaluation</i></p>	<p>Elizabethan England 1568-1603 <i>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 contemporary and historical controversies. Students will learn about Elizabeth’s upbringing, relationship with Parliament and threats to her reign. 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.</i></p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 11</p>	<p>Elizabethan England 1568-1603 <i>The study of the historic environment will focus on a particular site in its historical context and will examine the relationship between a specific site and the key events, features and developments of the period. Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence. Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, fashion and culture of the period, significant individuals, how they were governed and their beliefs and values. Students will also compare how the key features of the site have changed from earlier periods, and understand how these features may have changed or stayed the same during the period.</i></p> <p>Revision</p> <p>Historical concepts & skills: <i>Interpretation Significance Explanation (account) Evaluation of historic environment</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mock 1</p> <p>Conflict and Tension, 1918–1939 <i>Students will revisit this wider world depth study which enables students to understand the complex and diverse interests of different individuals and states including the Great Powers in the years after the First World War. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by, and influenced, international relations.</i></p> <p>Historical concepts & skills: <i>Source inference Usefulness of sources Explanation (account) Causation/evaluation</i></p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mock 2</p> <p>Revision</p> <p><i>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.</i></p> <p>Health and the People revision</p>	<p>America 1920-1973 Revision</p>	<p>Elizabethan England Revision</p>
<p>Impact: At KS3 progress is measured through termly tracking of key pieces of work based on the target concept or skill, and marked (GCSE style) exam questions. At KS4 progress is measured through regular GCSE exam questions. Students will use the Knowledge Organisers as homework as well as low stakes class content revision to embed foundation knowledge which is tested in 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 towards achieving mastery. Students will be encouraged to engage with topic specific ‘Read, watch, do’ lists which will help to build wider contextual understanding, encourage 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 school. These lists comprise of a mixture of relevant period fiction books, documentaries, period films, podcasts, and museum exhibits. Students will also have the opportunity 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.</p>						