

Curriculum Map: HISTORY

Nothing Short of Remarkable
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>TOPIC / KNOWLEDGE <u>The Norman Conquest</u> Students will consider the reasons why 1066 was a year of three Kings and why William won the Battle of Hastings in 1066. Students will gain an understanding of the various methods William subsequently used to control England including the introduction of the Feudal System, the building of Motte and Bailey Castles and the Domesday book. There will be opportunities later to draw comparisons with the Battle of Bosworth, Trafalgar and Somme. They will be able to consider what changed most in England as a result of the Norman conquest.</p> <p>SKILLS There will be a focus on second order concepts such as chronology, cause, consequence, and significance. Students will understand why events must be placed into chronological order. They will begin to consider how to judge whether the Domesday survey and the Bayeux tapestry are important records of the period.</p>	<p>TOPIC / KNOWLEDGE <u>Stuart England 1603 - 1714</u> Students will gain an understanding of life in Britain in the period from 1603 and 1714. They will learn about the reigns of James I and his son Charles and the political, economic and religious challenges they faced. They will consider a range of reasons why the Civil War broke out in 1642 and how this led to the execution of the King. Finally, they will study the restoration and how the monarchy re-established itself. They will reflect on how successful Oliver Cromwell was as Lord Protector and how his actions have been interpreted by contemporaries and historians.</p> <p>SKILLS There will be a focus on second order concepts including cause and consequence, change and continuity as well as significance. They will understand why events have to be placed into chronological order. They will consider the impact of the execution of the King in 1649. Students will be introduced to a wide range of historical sources</p>	<p>TOPIC / KNOWLEDGE <u>Edwardian Britain and World War 1</u> Students will gain an understanding of life in Britain and her position in the wider world at the beginning of the twentieth century through a study of the Titanic and suffragettes. They will consider both the long and short term causes of WW1. They will learn about how the government recruited and trained men to fight and what conditions were like in the trenches. They will focus on the part played by soldiers from the Empire and use the Battle of the Somme as a case study to gain an understanding of the pitfalls of trench warfare. Finally, they will consider the potential the Treaty of Versailles had to maintain peace after 1918.</p> <p>SKILLS Students will be taught second order concepts including cause and consequence, similarity and difference, change and continuity as well as significance. Students will be expected to consider a wide</p>	<p>TOPIC / KNOWLEDGE Paper 2 Thematic study: <u>Health and the people</u> There is a focus upon the key features of the various time periods, a consideration of the pace and scale of change, the causes and consequences of the developments that took place and the significance of key developments, individuals and events. Medieval c1000 – 1500 which includes a case study of the Black Death Renaissance 1500 –1800, introducing significant individuals such as Vesalius, Harvey and Pare. Modern medicine 1800 – present which outlines the fast pace of improvement in medical understanding and treatment of disease due the discovery of the Germ theory and penicillin, as well as the introduction of the NHS.</p> <p>SKILLS Embedded within each topic are key assessment objectives. Students will be taught to explain and analyse second order concepts such as continuity and change, cause and consequence, significance</p>	<p>TOPIC / KNOWLEDGE Paper 2 British Depth study and historic environment (Sheffield Manor 2023)</p> <p><u>Elizabethan England c1568 – 1603</u> Students will study the major events of Elizabeth's reign, including political, economic, religious, social and cultural developments. Court and Parliament – Elizabeth's use of her court, parliament and the Privy Council with a focus on the difficulties of being a female ruler. Life in Elizabethan times – Rich and poor, exploration and entertainment. The extent to which it is a Golden Age. Troubles at home and abroad – Catholic plots, Spanish Armada. A case study of Drake and his circumnavigation of the Globe 2024 or Hardwick Hall 2025.</p> <p>SKILLS Embedded within each topic are key assessment objectives. Students are</p>

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	They will use a variety of sources to gain a deeper understanding of the Battle of Hastings and life in England as new methods of control were introduced by the Normans. They will consider the provenance of these sources and make judgements about their utility.	on life in England during the Civil War. They will be expected to reflect on the provenance of these sources and to make a judgement on how useful they are as evidence. They will examine, for example, how useful Samuel Pepys' diary is in learning about London in 1660s and what paintings can reveal. Students will study two interpretations of Cromwell in order to judge what kind of Lord Protector he was.	array of source material to understand the motivations of those willing to join up. They will develop their ability to judge how useful sources are in learning about a particular aspect of war. Students will be able to study differing interpretations of trench life and learn how to apply contextual knowledge to judge how convincing these interpretations are. They will be afforded the opportunity to consider the similarities and differences between this war and earlier examples studied.	as well as similarity and difference. Students will be given step by step instructions on how to answer exam questions including, how useful a contemporary source is, explaining the significance of an individual or event, comparing similarities between two given moments and evaluating factors that have led to change.	taught to evaluate how convincing an interpretation is, considering how far it matches their contextual knowledge. They will be shown step by step how to write an account and make a judgement on the importance of an event. Finally, they will study an array of sources and interpretations about Drake's circumnavigation or Hardwick Hall. They will learn how to weigh up a two-sided argument about the significance of Drake's actions.
Term 2	<p>TOPIC / KNOWLEDGE <u>Medieval Life 1066 – 1483</u></p> <p>Students will gain an understanding of life in Britain during the Middle Ages. Using knowledge of the Feudal system, they will learn about the lives of the peasant/villein and Knights both in the village and in the growing towns. They will be afforded the opportunity to make comparisons between London and the City of Baghdad. They will consider the impact of the Black Death as well as the benefits of the Crusades. Finally, they will study the power of the monarch through two case studies of Henry II and John. They will evaluate how successful John was as King and how his actions</p>	<p>TOPIC / KNOWLEDGE <u>The Atlantic Slave Trade and Early Industrialisation</u></p> <p>Students will gain an understanding of the issues surrounding the Atlantic Slave Trade and the early challenges facing Britain as it embarked on a period of Industrialisation. They will learn about how the Atlantic Slave Trade began, how it operated and the conditions both on the Middle passage and Plantations. They will consider a range of reasons why the Slave Trade was eventually abolished. Finally, they will study the new inventions of the industrialisation period and the growth of the factory system. They will consider how successful Richard Arkwright was as an employer and</p>	<p>TOPIC / KNOWLEDGE <u>Kennedy Assassination and the Interwar Years</u></p> <p>Students will gain an understanding of a significant society or issue in world history and its interconnections with other world developments. They will consider the main challenges facing America in 1960s, including the growth of the Civil Rights movement and the impact of the assassination of President Kennedy in 1963. They will learn about how the government appointed the Warren Commission to investigate and consider how useful their findings were. They will then focus on the impact of World War One and</p>	<p>TOPIC / KNOWLEDGE <u>Paper 1 World Depth Study: Conflict and Tension 1919-1939</u></p> <p>There is a focus on international conflict and tension in the period between the First and second world war.</p> <p>Students will study: The challenges of reaching a peace settlement at the end of the First World War including the aims of the “<i>Big Three</i>”, main terms of the Treaty of Versailles and the German reaction to it.</p> <p>The formation of the League of Nations and the challenges it faced in 1920s and 1930s including the Manchurian and Abyssinian crises.</p> <p>The causes of the Second World War – how and why</p>	<p>TOPIC / KNOWLEDGE <u>Content Review and Examination Preparation</u></p> <p>Students will revisit and review the content of the four examination units.</p> <p>Paper 1 Conflict and Tension 1918 - 1919 Germany 1890 – 1945</p> <p>Paper 2 Health and the People Elizabethan England 1568 – 1603 with a focus on Drake and his Circumnavigation of the Globe 2024 or Hardwick Hall 2025.</p> <p>SKILLS</p>

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	<p>have been interpreted by contemporaries and modern historians.</p> <p>SKILLS There will be a continued focus on second order concepts such as chronology, cause, consequence, and significance. Students will understand why events must be placed into chronological order. They will begin to consider how similar life in the Middle Ages was with life today for ordinary people. They will use a variety of sources to gain a deeper understanding of life in England as well as being afforded the opportunity to explore England's position in the wider world. They will consider the provenance of sources and make judgements about their utility.</p>	<p>businessperson as an example of a significant person in the local community.</p> <p>SKILLS There will be a continued focus on second order concepts including cause and consequence, change and continuity as well as significance. They will understand why events have to be placed into chronological order. They will consider the impact of the Atlantic Slave Trade and the reasons for its abolition. Students will be introduced to a wide range of historical sources on life in the industrial factories. They will be expected to reflect on the provenance of these sources and to make a judgement on how useful they are as evidence. Students will be expected to consider what makes someone significant in history.</p>	<p>consider what changes were wrought by war through a study of the Russian Revolution as well as the experiences of people in both America and Britain in the interwar period.</p> <p>SKILLS Students will continue to focus on second order concepts, including cause and consequence, similarity and difference, change and continuity as well as significance. Students will be expected to consider a wide array of source material to understand the controversy surrounding the assassination of Kennedy. They will develop their ability to judge how useful the Warren Commission is in finding out the truth behind the assassination. Students will be able to study differing interpretations of the Russian Revolution and learn how to apply contextual knowledge to judge how convincing these interpretations are. They will be afforded the opportunity to consider the level of change and continuity created as a result of the impact of World War One.</p>	<p>conflict occurred and why it proved so difficult to resolve the issues that caused it.</p> <p>SKILLS Embedded within each topic are key assessment objectives. Students will be taught to explain and analyse second order concepts such as continuity and change, cause and consequence, significance as well as similarity and difference. Students will be given step by step instructions on how to answer exam questions with a particular focus on source analysis and evaluation. They will also be expected to appreciate the importance of ordering events chronologically and evaluating and developing judgements on what caused key events and the outcomes.</p>	<p>Embedded within each topic are key assessment objectives. Students are taught to evaluate how convincing an interpretation is for the Elizabethan and Germany topics, considering how far it matches their contextual knowledge. They will be shown step by step how to write an account and make a judgement on the importance of an event for the Elizabethan and Conflict sections. They will be reminded about how to judge significance and identify similarities for the Health section. Students will learn to consider the provenance of sources, in addition to considering its message. There will be an increased focus on crafting judgements for the “<i>how far do you agree</i>” factors and causation questions.</p>

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Term 3	<p>TOPIC / KNOWLEDGE <u>Tudors 1485 - 1603</u></p> <p>Students will gain an understanding of life in England during the Tudor period. They will learn about the lives of the key monarchs such as Henry VIII and Elizabeth, the major challenges they faced and the actions they undertook. They will consider the impact of Henry VII's victory at Bosworth and that of the religious changes caused by the Reformation. They will study the lives of Black people in Tudor England through case studies of John Blanke, Jacques Francis and Mary Filis amongst others. They will evaluate how successful Elizabeth was as Queen through a case study of the Spanish Armada.</p> <p>SKILLS There will be a continued focus on second order concepts such as chronology, cause, consequence, and significance. Students will understand why events must be placed into chronological order. They will begin to consider how similar life in the Tudor period was with life today for ordinary people. They will use a variety of sources to gain a deeper understanding of life in England as well as being afforded the opportunity to explore</p>	<p>TOPIC / KNOWLEDGE <u>Industrialisation and Britain's place in the wider world in the nineteenth century.</u></p> <p>Students will gain an understanding of the issues that industrialised Britain grappled with. They will learn about conditions in the industrial towns, the spread of cholera and what changes were made to improve public health as well as transport and wider inventions and discoveries. They will consider a range of reasons why there was so much unrest and how close Britain came to revolution at that time. Finally, they will be afforded the opportunity to explore Britain's place in the world, the growth and reasons for empire as well as the importance of Britain's role in India.</p> <p>SKILLS There will be a continued focus on second order concepts including cause and consequence, change and continuity as well as significance. They will understand why events have to be placed into chronological order. Students will be introduced to a wide range of historical sources on life in industrial Britain. They will be expected to reflect on the provenance of these sources and to make a judgement on</p>	<p>TOPIC / KNOWLEDGE <u>Holocaust, WWII and the Post War World</u></p> <p>Students will gain an understanding of a significant society or issue in world history and its interconnections with other world developments. They will learn about the reasons for Nazi racial policy and persecution and how this impacted on the lives of the Jews in 1930s before understanding how this treatment changed as a result of WWII. They will then focus on the main events of WWII, including Dunkirk, D Day, the Home Front and the role of Churchill as a war leader. They will focus on some of the main issues facing the post war world with a study of the dropping of the atomic bomb in 1945, the Space Race and the Windrush Generation.</p> <p>SKILLS Students will continue to focus on second order concepts including cause and consequence, similarity and difference, change and continuity as well as significance. Students will be expected to consider a wide array of source material to understand the controversy surrounding the dropping of the atomic bomb and to judge</p>	<p>TOPIC / KNOWLEDGE <u>Paper 1 Germany Period Study:</u> <u>Germany 1890 – 1945</u> <u>Democracy and dictatorship</u> There is a focus on international conflict and tension in the period between the First and second world war. Students will study: <u>The difficulties facing Kaiser Wilhelm in ruling Germany,</u> the impact of defeat in WWI, economic and political challenges facing the new Weimar Republic and its recovery in the Golden Years. <u>The impact of the Wall Street Crash and depression</u> in leading to growth in support for the Nazi Party, the failure of Weimar democracy and the establishment of Hitler's dictatorship. <u>The experiences of the German people</u> under the Nazis 1933 – 45 including economic changes, social policies and practice and the use of propaganda verses fear as methods of control.</p> <p>SKILLS Embedded within each topic are key assessment objectives. Students will be taught to explain and analyse second order concepts such as continuity and change, cause and consequence, significance</p>	<p>TOPIC / KNOWLEDGE <u>Content Review and Examination Preparation</u></p> <p>Students will revisit and review the content of the four examination units.</p> <p><u>Paper 1</u> Conflict and Tension 1918 - 1919 Germany 1890 – 1945</p> <p><u>Paper 2</u> Health and the People Elizabethan England 1568 – 1603 with a focus on Drake and his Circumnavigation of the Globe 2024 or Hardwick Hall 2025.</p> <p>SKILLS Embedded within each topic are key assessment objectives. Students are taught to evaluate how convincing an interpretation is for the Elizabethan and Germany topics, considering how far it matches their contextual knowledge. They will be shown step by step how to write an account and make a judgement on the importance of an event for the Elizabethan and Conflict sections. They will be reminded about how to judge significance and</p>

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	England's position in the wider world. They will consider the provenance of sources and make judgements about their utility.	how useful they are as evidence. Students will be expected to consider what makes someone significant in history.	how useful sources are in finding out about life on the Home Front in WWII. Students will be able to study differing interpretations of Churchill as a War leader and learn how to apply contextual knowledge to judge how convincing these interpretations are. They will be afforded the opportunity to consider the level of change and continuity created as a result of the impact of World War Two.	as well as similarity and difference. Students will be given step by step instructions on how to answer exam questions with a particular focus on interpretations – how and why they differ about a given topic and using contextual knowledge to judge their accuracy. They will also be expected to appreciate the importance of ordering events chronologically and evaluating and developing judgements on what caused key events and the outcomes.	identify similarities for the Health section. Students will learn to consider the provenance of sources, in addition to considering its message. There will be an increased focus on crafting judgements for the “ <i>how far do you agree</i> ” factors and causation questions.
Career Pathways					