

Curriculum Map

Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Year 7 history students will focus on what history is as a subject, including an overview of the different historical skills and themes. They will then extend on the pre-1066 topics that they studied at KS2 by learning a chronological history of Britain from 410-1649, focusing on the Medieval, Tudor and Early Stuart periods. Throughout they will begin to develop key historical skills by explaining and evaluating second order concepts and begin to work on understanding and analysing historical sources and interpretations.</p>	<p>Year 8 history students will have a mixture of chronological and thematic topics. They will learn about the Atlantic Slave Trade and the British Empire, as well as continuing to build on their chronological understanding of British history by studying the Later Stuart period and the impact of the Industrial Revolution in Britain. Students will then learn about the development of democracy in Britain and the Civil Rights movement in the USA. Students will develop their understanding and use of key historical skills introduced in year 7.</p>	<p>The year 9 curriculum is delivered largely chronologically with a focus in the conflicts and political upheavals of the 20th century. Students begin by studying the First World War, largely focussing on the Western Front. Then they will look at the interwar period, which focusses on the rise of Nazi Germany. After an overview of the Second World War, we examine the Holocaust in detail. Finally, students explore key post war developments. Students will consolidate their application of key historical skills introduced previously.</p>	<p>Students begin their study of Edexcel GCSE History in year 10. There are 4 papers in total, starting with the breadth study Medicine 1250 to the Modern day (30% of the final mark), including a more in-depth study of medicine on the British sector of Western front. They will also study Weimar and Nazi Germany (30% of final mark) in year 10 covering the Weimar Republic, the Rise of the Nazis and life in Nazi Germany. In both topics they will build on extended writing and source analysis skills introduced in KS3</p>	<p>In year 11 students work on a period study (worth 20% of final mark) looking at Superpower Relations and the Cold War (1941-1991) a broad sweep of history with a focus on specific flashpoints. The final GCSE unit is a British Depth study on Early Elizabethan England 1558-1588 (worth 20% of final mark), examining Elizabeth's government, threats to Elizabeth, religious and political conflict, Elizabethan society and the age of exploration. This unit builds on the work done in KS3, and further develops the exam skills that were the focus of the medicine unit.</p>	<p>The teaching of AQA a level history is split between two teachers, with lessons on Unit 2S, modern British history (1951-2007) being taught concurrently with Unit 1H, a breadth study of Russian history (1854-1964). Each unit is worth 40% of the final mark, with the NEA (coursework) element making up the remaining 20%. In year 12, for unit S students, will look at the politics, the economy, society and foreign policy in the era of the post-war consensus in Britain (1951-1979). Unit 1H looks at Autocracy, reform and revolution in Russia from 1855-1917.</p>	<p>Having been introduced to the NEA (coursework) element of the A Level in year 12, students will continue to work independently throughout year 13 on and essay title of their own choosing, broadly focussed on the causes of the French Revolution. Unit 1H extends to cover the Soviet Union under Lenin, Stalin and Khrushchev from 1917-53. In Unit 2 S, students look at key developments in modern Britain up until 2007. Assessment in continuous and focused on knowledge and the three different types of exam question.</p>

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Curriculum – Topic Sequencing						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>What is history? This unit is in the curriculum to give students an understanding of what history is as a subject. Students will have studied some history as KS1 and KS2 however, they will have only covered some basic aspects of the disciplinary skills linked to the subject. This unit gets students to understand the key skills of history: chronology, cause and consequence, change and continuity, similarity and difference, significance, evidence and interpretation. The unit will conclude with a literacy test of their understanding of these words.</p>	<p>Later Stuart Britain, 1649-1707 Students will pick up where they finished off in year 7 by studying the rest of the Stuart period, firstly exploring Cromwell’s Britain and the restoration of the monarchy in 1600. Following this some key flashpoints in later- Stuart history will be explored, including the Great Plague, the Great Fire of London and the Glorious Revolution.</p> <p>The Atlantic Slave Trade This unit is a thematic unit based around the slave trade that lasted for around 300 years and Britain’s involvement in it. Students will firstly learn what the trade</p>	<p>The First World War, 1914-18 This unit begins with a focus on the long and short term causes of the conflict. There is then a more detailed focus on the experience of British Soldiers fighting on the Western Front. Students will complete a source based formal assessment looking at the conditions for soldiers on the Western Front. Students then look at the key events of the Battle of the Somme in more detail and are asked to consider the role of Douglas Haig. This focus on historical interpretations encourages the development of this key historical skill,</p>	<p>Paper 1 Thematic Study and the Historic Environment <u>Assessment and examination skills:</u> There are extensive opportunities to practice the extended writing skills introduced in KS3 that are important for succeeding in the exam questions.</p> <p>Medicine in Medieval England, c1250-c1500 After being introduced to the GCSE course, students begin the study of medicine by considering the medieval understanding of the causes of disease before learning about how illness was treated as well as attempts to prevent sickness. Galen and</p>	<p>Germany Key topic 4: Life in Nazi Germany 1933-1939. The final Germany Unit looks at life for key groups and how Nazi rule impacted each one. It begins by looking at ordinary workers, before considering the specific impact of Nazi rule on women, young people and persecuted minorities.</p> <p>Paper 2 Period study Superpower relations and the Cold War 1941-1991. Three new style, shorter exam questions form the basis of assessment here so exam technique is a key focus, building of the concepts of causes and consequences</p>	<p>Assessment and Examination skills: The A level builds on the skills developed throughout KS4 and 5, albeit requiring a much greater level of depth. Both papers require students to answer two 25 mark essays, so this style of question is a key focus throughout the course. (AO1) On the British Paper, students are required to evaluate 3 primary sources (building on the skills developed in KS3 and the medicine and Germany topics at GCSE) (AO2) On the Russian paper students are expected to evaluate historians interpretations. (AO3) This is recognised as a higher level skill, only</p>	<p>Assessment and examination skills: As well as continuing to build on the key skills introduced in year 12, the NEA continues to be a key focus. Designed to mirror and undergraduate style bit of extended research, the success criteria for this includes sections on AO1, AO2, AO3, synthesising the skills developed for the exam style questions.</p> <p>Half Term 1/2 As well as setting aside 1 lesson a fortnight to continue to focus on the NEA, we pick up the examined part of the course again, starting with ‘The impact of Thatcherism, 1979-1987’. Again, this unit</p>

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<p>The Norman Conquest, 410-1066 Students begin this unit by looking at Anglo-Saxon Britain and the Viking invasions of the Dark Age period. For a lot of students, this will follow on from their studies on the Romans at KS2. The main focus of this unit however is the Norman Conquest including the Battle of Hastings. Students will study the contenders to the throne in 1066, the Battle of Stamford Bridge and the key Battle at Hastings, with a detailed look at the reasons for William Duke of Normandy's victory. Then students will explore how William controlled England after 1066, including</p>	<p>was and how it worked, focussing on which groups of people benefitted from it. They will then learn about the horrifying conditions that African slaves went through after being captured and transported over the Atlantic Ocean. They will progress to learn about the poor conditions they experienced on the plantations, largely in the Caribbean. Students will then explore how slaves resisted slavery before advancing to look at the overall impact of the trade on Britain and Africa. Finally, students will analyse why the trade was finally abolished by Britain in 1833 and complete an formal essay assessment on this subject.</p>	<p>also important at GCSE and A Level. After looking at the impact of the war on women, we move on to look at the Russian Revolution. This allows students to have some understanding of this hugely significant event and also be introduced to the key ideas of communism and capitalism.</p> <p>The interwar period and Nazi Germany, 1918-39 Continuing chronologically students then look at the impact of war in Germany and look at the rise of the Nazis. This is replicated in much more detail at GCSE but is important for all students to cover and provided the context for the next two topics.</p>	<p>Hippocrates are the key individuals discussed and as well as the significance of the dominance of religion in medieval life.. The unit finishes with a depth study focusing on the Black Death.</p> <p>The medical renaissance in England, c1500-c1700 Students now look at the key developments in the causes, treatment and prevention of disease from 1500 to 1700. The nature of the course requires regular comparisons with the medieval period and there is a regular focus building on the essay writing skills introduced in KS3 and developed in the medieval topic. As well as looking at how wider changes to</p>	<p>significance and the skill of writing a narrative account.</p> <p>Key Topic 1: The Origins of the Cold War 1941-58. We begin by establishing students understanding of key issues such and communism and capitalism. The topic then looks at how tension's emerged as WW2 came to and end and how certain flashpoints, such as the Soviet expansion in the East, the development of NATO and the Berlin Crisis laid the foundations for the Cold War. This topic concludes with a study of the Hungarian Uprising.</p> <p>Key topic 2 The Cold War Crises.</p>	<p>briefly covered at GCSE, so is a key focus early on and throughout. Students complete at least one (often two) formally marked essay for each unit, as well as many activities designed to develop the skills need to attain highly. As with GCSE students also regularly complete knowledge tests.</p> <p>Half Term 1/2 After an introduction to the course and a brief introduction to the British Political System we move on to the first unit, The Affluent Society, Britain 1951-64. As with each unit, this has a focus on the key political, economic, social and development of the era. For 1H, there is a brief introduction to</p>	<p>is broken into the key themes of politics, the economy, society and foreign policy. Towards the end of the second half term students will begin work on the penultimate unit 'Towards a new consensus 1987-1997'. In 1H, students continue to learn about the communist dictatorship and the creation of the Soviet Union under Lenin from 1917-24. Students focus on how the Communists manage the economy, the attempt to create a new socialist society as well as the control of opposition and the use of terror. Then we start to look at Stalin's rise to power and the development of the Stalinist dictatorship from</p>
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<p>his use of the Domesday Book and the building of castles.</p> <p>Power and religion in Medieval England, 1087-1485</p> <p>Students will explore the significance of religion in medieval England, by looking at the role of the church in medieval society. They will also learn about the Crusades, including why they happened and why people joined crusades. Students will then move on to look at the nature of power in Medieval England. They will learn about medieval governance and kingship by looking at the murder of Thomas Becket and the relationship between the king and the church,</p>	<p>The British Empire, c1500-1956</p> <p>Students will undertake another thematic unit beginning with a look at what Empires are and an overview of the British Empire. The first detailed section will then explore the British Empire from the early 16th century to the 20th century. They will start by looking at the early British exploration of North America and the establishment of the first colonies. We will then move on to learn about the reasons for the American Declaration of Independence and the reasons for the American colonist victory in the War of Independence. This leads to a look at Britain's pivot to India</p>	<p>Students primarily focus on how Adolf Hitler became Chancellor of Germany and complete a formal essay on the reasons behind this happening. Students will also focus on how the Nazis controlled Germany and what life was like for Germans under the Nazis.</p> <p>The Second World War, 1939-45</p> <p>The study of World War 2 is done in overview, with a series of lessons focussed on the causes of the war and then the key flashpoints in the conflict, including the evacuation at Dunkirk, the Homefront, the Battle of Britain, Hitlers invasion of the Soviet</p>	<p>attitudes in society affected medical progress, we will also focus on the discoveries of Andreas Vesalius. The depth study here requires a direct comparison between the Black Death and the Great Plague of 1665, as well as the work of William Harvey on the circulatory system.</p> <p>c1700-c1900, Medicine in 18th and 19th century Britain</p> <p>Students are encouraged to consider how this era of great scientific and technological progress helped improve our understanding of the causes and therefore prevention and treatment of disease. Central to this is Louis Pasteur's germ theory</p>	<p>This topic looks at the causes, events and consequences of three key flashpoints, namely the Berlin Crisis 1958-61, the Cuban Missile Crisis and Prague Spring.</p> <p>Key Topic 3, The End of Cold War 1970-91</p> <p>The topic begins by looking at detente and its collapse into the 1980s. The Soviet Invasion of Afghanistan examined as a key turning point as is Reagan's SDI programme. Finally, we look at the role of Gorbachev, changing attitudes leading to the collapse of the Berlin Wall and the Warsaw Pact.</p> <p>Paper 2 Period Study, Early Elizabethan England 1558-88.</p>	<p>Russian culture, geography and society before we move to have a look at the first section of the course which covers the Russian Empire from 1855-1894. Starting with the state of the Russian Empire in 1855 and its defeat in the Crimean War, the section predominately focuses on the attempts made by Tsars Alexander II and Alexander III to preserve the autocratic system that they rely on to rule the empire.</p> <p>Half term 2/3</p> <p>The course proceeds chronologically to the next section, 'The Sixties, 1964 -70', looking at the Wilson government and with a emphasis on liberal</p>	<p>1929-41, focussing on Stalinist political authority, economic development and the society manufactured under the soviets in these years. We then look at Stalin's ruthless destruction of opposition during the Great Purges, finishing with a look at the Soviet Union by 1941.</p> <p>Half term 3 and 4</p> <p>After finishing the above unit students will move onto the last unit ' The era of New Labour, 1997-2007'. As well as looking at politics, economics, society and foreign policy, this unit has a significant focus on the Conservatives in opposition. The final area of study before revision begins focusses on the</p>
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<p>progressing to look at the reign of King John and the emergence of controls on kings' power by studying the Magna Carta. This will lead to a look at the emergence of Parliament and then the failed peasant's revolt which attempted to shift power to the people. This unit will finish with an analysis of how power has changed during this period</p> <p>Life in Medieval England, 1087-1485 This unit explores everyday life for people in Medieval England. Students will look at the similarities and differences between life in the countryside and life in the towns at this time as well as life in castles, and life for</p>	<p>and the consequences of British rule of India. There will then be brief looks at the British in Australia and their role in the scramble for Africa, before students analyse the reasons for the decline of Britain's empire. This unit will feature an assessment with an interpretation analysis question focussing on the opinions of the British empire in India.</p> <p>Industrial Britain, 1700-1900 Students will continue their chronological journey through British history by looking at the changes the country went through during the industrial period. They will learn what the</p>	<p>Union in 1941 and the American entry into the war after the attack on Pearl Harbour. The unit will conclude with a look at the dropping of the atomic bombs on Japan by the USA and a discussion about whether this was justified.</p> <p>The Holocaust, 1933-45 WW2 provided some of the context for the study of the Holocaust. This is challenging topic, taught with sensitivity at a point where the students are mature enough to process it. Looking at the gradual increase in persecution from 1933 to the Final Solution, considering both why and how the Holocaust happened at this</p>	<p>and Robert Koch's work on microbes. There is a greater emphasis on public health and the advancement of the nursing profession under Florence Nightingale. As well as looking at dramatic changes in surgery, notably the work of Joseph Lister and James Simpson, there are case studies on Jenner's development of vaccination and the work of John Snow in mapping cholera outbreaks in London. Again, exam skills and essay writing remain a key focus throughout with the evaluative essays becoming more important in comparing changes over the time periods</p>	<p>As this paper has the same style of exam questions as Medicine, we continue to build on the key extended writing skills of explanation and analysis. This British depth study is divided into 3 key topics:</p> <p>Queen, Government and Religion 1558 - 69. Elizabeth as an individual and the structure of her government form the initial focus for this unit. Central to this topic us understanding the complexities of religious conflict in the 16th century and how Elizabeth sort to resolve these issues. This links directly with work done in year 7 on the Reformation and introduces</p>	<p>reforming legislation, as well as politics, economics, social change and foreign policy. With their Russia unit students then begin to look at the reign of Nicholas II and his problems in maintaining autocracy. There is a big focus on the 1905 revolution and the political reforms made after this event and the economic and social developments from 1894-1914.</p> <p>Half term 4/5 The next unit covers the Labour and Conservative governments of the 1970s and is titled 'The end of the post war consensus, 1970-79'. This again looks at key political, economic and social developments, as</p>	<p>Troubles in Northern Ireland. Although this appears as part of the political focus of Units 2,3, 4,5 and 6 it works better as synoptic unit, allowing a greater depth of understanding and context for this important aspect of modern British History. In these terms students continue to study the Stalinist dictatorship, beginning with the Soviet Union's involvement in the Second World War and its brutal fight against Nazi Germany including analysis of the war's political, economic and social impact on the USSR. After this, students study the 'High Stalinist period' after the war and until Stalin's death in 1953. This then leads to a</p>
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<p>women. Students will then learn about the Black Death of 1348-49 and its impact on England, including why it spread so quickly, the attempts by people to stop it and its consequences for medieval people. This unit will feature an assessment with a source analysis question focussing on the use of evidence.</p> <p>Early Tudor England, 1485-1558 This unit continues students' chronological understanding of England by looking at the first 73 years of Tudor period. We begin by looking at the Battle of Bosworth and the victory of Henry VII over Richard III and the beginning of the Tudor dynasty. With a</p>	<p>industrial revolution was and how it links to their local area. This will provide students with the opportunity to make connections between local and world history. Richard Arkwright's significance will be looked at before they study the poor conditions in factories and how they were eventually improved in this period. They will then look at the development of transport and changes in society during this period, including everyday life, medicine, law and order. Ultimately this leads to an analysis of how much actually changed during this period. This unit will feature an assessment with a source analysis</p>	<p>time. Students will complete an interpretation assessment focusing on different opinions on why the Holocaust was able to happen.</p> <p>The Post-War World, 1945-2001 Students will finish year 9 by considering some of the major post war developments, including the development of the NHS and the welfare state as well British Society. There will also be a focus on the Cold War and Britain's position in the world in the post war era.</p>	<p>Medicine in modern Britain, c1900-present, Whilst still focussing on the important extended writing skills, students now look at the key discoveries of the last 100 or so years. This includes the establishment of the NHS, the greater emphasis on lifestyle as a causal factor and how new technologies have advanced medicine. The depth studies focus on the discovery of Penicillin and the fight against lung cancer.</p> <p>The British Sector of the western Front (study of an historical environment) Linking strongly with the year 9 topic on the experience of</p>	<p>ongoing rivalry between Elizabeth and Mary Queen of Scots.</p> <p>Challenges to Elizabeth at home and abroad 1569-88. This is a complex topic, bringing together the various threats, religious and political, domestic and foreign, that Elizabeth faced. Central to this is the rivalry with Spain culminating in the Spanish Armada.</p> <p>Elizabethan Society 1558-88. The key societal themes of education, leisure and poverty are the initial focus of this unit. Then, linking back to key topic 2, students look at the beginning of England's outward expansion and</p>	<p>well as Britain's place in the world by 1979. Students continue to look at Nicholas II's rule over the Russian Empire and the eventual end of the Tsarist autocracy in 1917 and the establishment of the Bolshevik government. The growth of opposition groups is studied and then Russia's involvement in WW1 is analysed with particular reference to the abdication of Nicholas II in February 1917. The rest of 1917 is then studied in depth so that students understand the reasons for the Lenin and the Bolshevik's seizure of power in October 1917.</p> <p>Half term 6</p>	<p>look at the power struggle after Stalin's death with the emergence of Khrushchev as leader of the Soviet Union. The final part of course focusses on Khrushchev's time as leader, with his rejection of Stalinism and his attempts to develop the economy and modify the society of the Soviet Union, culminating with opposition to his rule and the reasons for his eventual downfall in 1964.</p>
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<p>brief look at Henry VII's reign we then study the early life of Henry VIII and then the reasons for his break from the Roman Catholic Church. This ultimately leads to students creating their own interpretation of Henry's rule. To complete the unit the reigns of Edward VI and Mary I are explored and the consequences these two monarch's rules have for England. This unit will feature an assessment with a interpretation analysis question focussing on the use of historians opinions</p> <p>Elizabethan England, 1558 -1603 This unit completes students' understanding of</p>	<p>question focussing on the use of evidence.</p> <p>Revolution, protest and democracy, 1789-1928 Students will revert back to thematic approach to have a look at the development of rights and democracy in Britain. They will start by having a look at the French Revolution of 1789 and how it affected Britain by introducing new ideas such as liberty and equality. Then they will look at how there have been various protests by different groups during the 19th century to gain more rights, such as the chartists. Then the unit will focus on the women's suffrage movement with a detailed look at the suffragists and</p>		<p>soldiers in World War 1, this unit begins with an overview of conditions in the trenches. Students are encouraged to link this to the specific medical challenges that this environment creating, using primary source material from the start to critically think about the past. These source analysis skills form the basis of the assessment for this part of the course.</p> <p>Paper 3 Modern Depth Study: Weimar and Nazi Germany This unit introduces some new skills of importance, most notably the requirement for students to analyse historical interpretations. This is a challenging skill</p>	<p>exploration, with a focus on Francis Drake and Walter Raleigh as key individuals</p>	<p>Students begin the NEA this term, starting with a block of taught lessons exploring the context and key themes explaining the onset of revolution in France in 1789. Students are supported in identifying a question of their own choosing and given help with the research skills needed to achieve well. After this work on the NEA is ongoing into year 13 and is done independently, with regular tutorial style meetings to support them. Students' study of 1H continues with a look at establishment of Bolshevik state focusing on Lenin's early reforms and changes to government. Then we move to understand</p>	
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<p>Tudor England by exploring the reign of Elizabeth I. Students will learn about Elizabeth's strengths and weaknesses on her accession to the throne before looking at the Elizabethan religious settlement. Then students will learn about the story of Mary Queen of Scots and her execution and how it led to the Spanish Armada. They will then analyse the reasons for England's victory over the Armada in 1588 before doing some work on life in Elizabethan England, including the role of women, the experience of poor people and the importance of Shakespeare.</p>	<p>suffragettes and their role in getting women the same voting rights as men by 1928. This will lead into an analysis for the most significant reasons for women getting the vote.</p> <p>Civil Rights in the USA, 1865 -1968 Students will explore how black Americans gained civil rights after being horrendously treated in certain parts of the USA after the abolition of slavery in 1865. This unit will allow students to explore in -depth the history of a nation other than Britain. They will begin with an overview of the what the civil rights movement was and the situation black Americans faced in the southern states</p>		<p>and we build confidence by practicing it regularly. It builds on the explanation and source analysis skills familiar to students from the medicine units.</p> <p>Germany Key topic 1: Weimar Germany 1918 -1929. This unit begins by examining impact of WW1 in Germany and the fragilities of the newly established democratic state. We look at Weimar's recovery after hyperinflation and how the so called Golden Era then collapsed after the Great Depression.</p> <p>Germany Key Topic 2 Hitler's rise to power 1919 -1933. Viewing the Weimar era again from the</p>		<p>the emergence of the communist dictatorship under Lenin, looking at the importance of ideology and then the new political structures created as a result of the Russian Civil War.</p>	
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<p>Early Stuart Britain, 1603-1649 This unit will resume student's chronological studies by looking at the Stuart era, following on from the units on Tudor England. They will begin by looking at King James I and how he became King and what sort of King he was. Then after a look at the gunpowder plot of 1605, students will analyse the causes of the English Civil Wars which occurred during the reign of James' sone Charles I. Students will explore the nature of the conflict and the reasons for Parliament's victory and Charles I's execution.</p>	<p>after 1865. This will lead into a look at segregation under the Jim Crow Laws and the brutality and violence they faced during this period including the actions of the KKK. The story of Emmett Till will be looked at to show the violence against black people. Then we will move on to look at the key developments of the Civil Rights movement starting with Brown vs Board of Education in 1954, eventually progressing to the actions of Rosa Parks, the work of Martin Luther King Jr. and the contributions of Malcolm X. Students will end by analysing the key factor that helped change the position of black</p>		<p>perspective of the Nazi Party , this unit looks initially at the early days of the Nazi Party, culminating with the Munich Putsch. Following this the party reorganised and was well placed to exploit the chaos brought to Germany by economic depression and weak government. This leads to an in depth analysis of the causal factors leading to Hitler's appointment as Chancellor.</p> <p>Germany Key topic 3 Nazi Control and Dictatorship. This topic looks initially at how the Nazis consolidated power in the year that followed Hitler's appointment as chancellor, through key events such as the Reichstag Fire,</p>			
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	people in America during this time.		the Enabling Act and the Night of the Long Knives. The focus then moves to looking at how coercion (the Gestapo, the SS) as well as persuasion (propaganda) were used to create a totalitarian dictatorship.			
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