

Curriculum Map

Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Year 7 history focuses on power, faith and survival. Students begin with a short unit on Anglo-Saxon Wirksworth, using our local area to explore what history is and introduce key historical skills and themes. They then learn a chronological history of England from 1066 to the Stuart Restoration, with a study of the Islamic world and the Crusades along the way. Throughout, they begin to develop key historical skills by explaining second order concepts and analysing sources and interpretations.	Year 8 history focuses on empire, industry and rights. Students study the Atlantic Slave Trade and British rule in India, then the impact of the Industrial Revolution in Britain. They then look at the French Revolution and how Britain became a democracy, finishing with the Civil Rights movement in the USA. Students will develop their understanding and use of key historical skills introduced in year 7.	The year 9 curriculum is delivered largely chronologically with a focus on war, dictatorship and conflict in the 20th century. Students begin by studying the First World War, largely focussing on the Western Front. They then study revolution in Russia and the rise of the Nazis in Germany. After studying the Second World War, we examine the Holocaust in detail. Students will consolidate their application of key historical skills introduced previously, preparing them for GCSE.	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	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.	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.	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 an 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 is continuous and focused on knowledge and the three different types of exam question.

Curriculum – Topic Sequencing						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<u>How is year 7 assessed?</u> Students complete three formal assessments each year, which they prepare for in advance and sit in exam conditions. Work is marked against four assessment objectives: knowledge and understanding (AO1), explaining and analysing using second order concepts (AO2), evaluating sources (AO3) and evaluating historians' interpretations (AO4). Each is marked out of 20 and graded 9 to 1, as at GCSE. Students then complete development tasks in green pen. In year 7 these are an essay on	<u>How is year 8 assessed?</u> As in year 7, there are three formal assessments and a literacy test for each unit. In year 8 these are a source analysis question on the Atlantic Slave Trade, an interpretations question on the British Empire in India, and an essay on the Industrial Revolution. The Atlantic Slave Trade, c1550-1833 Key question: <i>Why did Britain enslave millions, then abolish slavery?</i> 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	<u>How is year 9 assessed?</u> As in years 7 and 8, there are three formal assessments and a literacy test for each unit, building towards GCSE. In year 9 these are a source analysis question on the First World War, an interpretations question on interwar Germany and the rise of the Nazis, and an essay on the Second World War. The First World War, 1914-18 Key question: <i>Why was the First World War so costly?</i> 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	Paper 1 Thematic Study and the Historic Environment Assessment and examination skills: There are extensive opportunities to practice the extended writing skills introduced in KS3 that are important for succeeding in the exam questions. 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	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. 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	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	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. 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

Curriculum Map

the Norman Conquest, an interpretations question on crown and conflict, and a source question on the Reformation. Students also learn key words for each unit at home and sit a literacy test on them in lesson. Anglo-Saxon Wirksworth, c450-1066: An introduction to history Key question: <i>What can Anglo-Saxon Wirksworth tell us about what history is?</i> This short unit gives students an understanding of what history is as a subject, building on the basic skills covered at KS1 and KS2. Using the Anglo-Saxon history of our own town, including	learn what the trade was and how it worked, focussing on which groups of people benefitted from it. They will then learn about the horrifying conditions that enslaved Africans went through after being captured and transported over the Atlantic Ocean. They will progress to learn about the conditions they experienced on the plantations, largely in the Caribbean. Students will then explore how enslaved people resisted slavery before advancing to look at the overall impact of the trade on Britain and Africa. Finally, students will analyse why Britain abolished the slave trade in 1807 and slavery itself in 1833. This unit features a	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, also important at GCSE and A Level. The unit finishes by looking at the impact of the war on women and at the enormous human cost of the conflict.	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. 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	significance and the skill of writing a narrative account. 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. Key topic 2 The Cold War Crises.	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. 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	is broken into the ley 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
---	--	---	--	--	---	--

Curriculum Map

the Wirksworth Stone in St Mary's Church, students are introduced to the key skills of history: chronology, cause and consequence, change and continuity, similarity and difference, significance, evidence and interpretation. They also meet our four historical themes: power and conflict, beliefs and ideas, ordinary lives and cultural encounters. The Norman Conquest of England, 1066-87 <i>Key question: How far did 1066 transform England?</i> Students study the contenders to the throne in 1066, the Battle of Stamford Bridge and the key Battle at Hastings,	formal source analysis assessment focussing on the use of evidence. The British Empire in India, c1600-1948 <i>Key question: What did British rule mean for India?</i> After an overview of the British Empire, students study how the East India Company went from trading with India to controlling it, and how Britain took direct rule after the rebellion of 1857. They explore life under the Raj, the Amritsar Massacre, Gandhi and the independence movement, and partition in 1947. This unit features a formal interpretations assessment focussing on different opinions of British rule in India.	Revolution and dictatorship in Russia, 1917-39 <i>Key question: How did Russia go from Tsar to Terror?</i> Students look at the Russian Revolution, a hugely significant event which also introduces them to the key ideas of communism and capitalism. They will learn about the problems facing Tsar Nicholas II, the revolutions of February and October 1917 and how Lenin and the Bolsheviks won the Russian Civil War. Students then explore how Stalin rose to power and created a brutal dictatorship, looking at his economic changes and the use of terror during the Great Purges.	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. c1700-c1900, Medicine in 18th and 19th century Britain 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	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. Key Topic 3, The End of Cold War 1970-91 The topic begins by looking at détente 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. Paper 2 Period Study, Early Elizabethan England 1558-88.	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. Half term 2/3 The course proceeds chronologically to the next section, 'The Sixties, 1964 -70', looking at the Wilson government and with a emphasis on liberal	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. Half term 3 and 4 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
--	--	---	--	---	--	--

with a detailed look at the reasons for William Duke of Normandy's victory. Students then explore how William controlled England, including the Harrying of the North, castles and the Domesday Book. This unit features a formal essay assessment. Life and death in Medieval England, 1087-1350 <i>Key question: Was life measly or manageable in medieval England?</i> This unit explores everyday life for ordinary people in medieval England. Students compare life in the countryside and towns, and look at life for women, health, crime and punishment and the role of the church.	The Industrial Revolution in Britain, c1750-c1900 <i>Key question: Did the Industrial Revolution help or harm Britain?</i> 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 industrial revolution was and how it links to their local area, including the significance of Richard Arkwright and his mills at Cromford. This will provide students with the opportunity to make connections between local and world history. They will study the poor conditions in factories	Interwar Germany and the rise of the Nazis, 1918-39 <i>Key question: How did Germany go from defeat to dictatorship?</i> Continuing chronologically, students then look at the impact of the First World War on Germany and the rise of the Nazis. This is replicated in much more detail at GCSE but is important for all students to cover and provides the context for the next two topics. Students primarily focus on how Adolf Hitler became Chancellor of Germany, and will also focus on how the Nazis controlled Germany and what life was like for Germans under the Nazis. This unit features a formal	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	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: 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 is 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	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. 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	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
--	---	--	--	--	--	---

The unit finishes with the Black Death of 1348-49, why it spread so quickly and its consequences. Islamic Civilizations and the Age of the Crusades, 632-1291 Key question: <i>Was the Islamic Golden Age a myth or a reality?</i> This unit takes students beyond Britain to explore the rise of Islam after 632, cities such as Baghdad and the achievements of Islamic scholars in science, medicine and mathematics. Students then learn why the Crusades happened, why people joined them and what happened when Christian and Muslim worlds met, up to the fall of Acre in 1291.	and how they were eventually improved in this period, and then look at the development of transport and changes in society, including everyday life, public health, and law and order. Ultimately this leads to a judgement on whether the Industrial Revolution helped or harmed Britain. This unit features a formal essay assessment. Revolutionary and Napoleonic France, 1789-1815 Key question: <i>Was the French Revolution a triumph or a tragedy?</i> Students learn about the causes of the French Revolution of 1789 and its new ideas of liberty and equality, the	interpretations assessment, in which students analyse and evaluate historians' opinions. The Second World War, 1939-45 Key question: <i>What was the key turning point of the Second World War?</i> This unit begins with the causes of the war and then looks at the key flashpoints in the conflict, including the evacuation at Dunkirk, the Home Front, the Battle of Britain, Hitler's invasion of the Soviet Union in 1941 and the American entry into the war after the attack on Pearl Harbor. The unit concludes with a look at the dropping of the atomic bombs on Japan by the USA and a discussion about	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. The British Sector of the western Front (study of an historical environment) Linking strongly with the year 9 topic on the experience of	ongoing rivalry between Elizabeth and Mary Queen of Scots. 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. 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	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. Half term 6	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.
--	--	--	--	---	--	---

Curriculum Map

Crown and conflict in Medieval England, 1087-1485 Key question: <i>Did Kings have all the power in medieval England?</i> Students explore the nature of power in medieval England through the murder of Thomas Becket, King John and Magna Carta, the emergence of Parliament and the Peasants' Revolt, ending with the Wars of the Roses and Bosworth in 1485. This unit features a formal interpretations assessment, in which students analyse and evaluate historians' opinions. Reformation and reaction in Tudor England, 1533-58	execution of Louis XVI and the Terror, before following the rise of Napoleon to his defeat at Waterloo in 1815. Power, protest and democracy in Britain, 1688-1928 Key question: <i>How did Britain become a democracy?</i> Students take a thematic approach to look at the development of rights and democracy in Britain. They start with the Glorious Revolution of 1688 and the limits it placed on the power of the monarchy, before looking at how the ideas of the French Revolution affected Britain. Then they will look at how different groups protested during the 19th century to gain	whether this was justified. Throughout the unit students consider which event was the key turning point of the war, and they complete a formal essay assessment. The Holocaust, 1933-45 Key question: <i>How could the Holocaust have happened?</i> The Second World War provides some of the context for the study of the Holocaust. This is a challenging topic, taught with sensitivity at a point where students are mature enough to process it. Students look at the gradual increase in persecution from 1933 to the Final Solution, considering both why and how the Holocaust	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. 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	exploration, with a focus on Francis Drake and Walter Raleigh as key individuals	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	
--	--	--	--	---	--	--

Curriculum Map

Key question: <i>How did the Reformation change England?</i> Students study the reasons for Henry VIII's break from Rome and the changes that followed, including the dissolution of the monasteries. They then explore the Protestant reforms of Edward VI and Mary I's attempt to restore Catholicism. This unit features a formal source analysis assessment focussing on the use of evidence. The Elizabethan Age, 1558-1603 Key question: <i>Was the Elizabethan period a 'Golden Age' for England?</i> Students explore the reign of Elizabeth I, from her religious settlement to Mary	more rights, such as at Peterloo and through the Chartist movement, and the reform acts that gradually extended the vote. The unit then focusses on the women's suffrage movement, with a detailed look at the suffragists and suffragettes and their role in getting women the same voting rights as men by 1928. Civil rights and race relations in the USA, 1865-1969 Key question: <i>Was the American Civil Rights Movement a success?</i> Students will explore how black Americans gained civil rights after being horrendously treated in certain parts of the USA after the	happened at this time and exploring different views on why it was able to happen.	and we build confidence by practicing it regularly. It builds on the explanation and source analysis skills familiar to students from the medicine units. 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. Germany Key Topic 2 Hitler's rise to power 1919 -1933. Viewing the Weimar era again from the		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.	
--	--	--	---	--	---	--

Curriculum Map

Queen of Scots and the reasons for England's victory over the Spanish Armada in 1588. They then look at life in Elizabethan England, including the role of women, the poor and the importance of Shakespeare. The crisis of monarchy in Stuart Britain, 1603-85 Key question: <i>Why were Stuart monarchs required, replaced and then restored?</i> Students look at James I and the Gunpowder Plot, then analyse the causes of the English Civil Wars and the reasons for Charles I's execution in 1649. They then explore Cromwell's rule, the Restoration in 1660 and events of Charles II's reign such as 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 what the civil rights movement was and the situation black Americans faced in the southern states 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		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. 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,			
---	---	--	---	--	--	--

Curriculum Map

Great Plague and Great Fire of London.	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 judging how successful the Civil Rights Movement was.		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.			
--	--	--	--	--	--	--