

# History Curriculum Map



## Key knowledge & skills to be mastered by students

	Learning Period 1	Learning Period 2	Learning Period 3	Learning Period 4	Learning Period 5	Learning Period 6
<b>Year 7</b>						
Themes	The world in 1000	Contested power	Empire, connection + trade	Instability and Innovation	Religious revolution	Early Empire
Enquiry Questions	<ol style="list-style-type: none"> <li>1. What was Constantinople?</li> <li>2. What connected Baghdad and Cordoba in the 10th century?</li> <li>3. What can we learn from what the monks left behind at Conques?</li> </ol>	<ol style="list-style-type: none"> <li>1. Did any of Anglo-Saxon England survive the Norman conquest?</li> <li>2. How on earth did the Crusaders make it all the way in to Jerusalem?</li> </ol>	<ol style="list-style-type: none"> <li>1. How can we explain the success of the Mongols?</li> <li>2. <b>Narrative:</b> Sack of Constantinople</li> <li>3. What made Mansa Musa Remarkable?</li> </ol>	<ol style="list-style-type: none"> <li>1. What was the impact of the Black Death?</li> <li>2. <b>Narrative:</b> Peasants Revolt</li> <li>3. When did the Renaissance begin?</li> </ol>	<ol style="list-style-type: none"> <li>1. Was the Reformation really a 'car crash'?</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing together big narratives.</li> <li>2. Who and what can tell us the most about the Aztecs??</li> </ol>
Second Order Concept	Similarity & Difference	Change & Continuity Causation	Significance Consequence	Consequence Change & Continuity	Causation Change & Continuity	Causation
Justification	<p><b>Constantinople:</b> Hinge between Ancient Rome &amp; Medieval World (continuity with KS2) but also hinge between East and West. Returned to throughout Year 7 &amp; beyond.</p> <p><b>Islam &amp; Christendom:</b> Establishing key themes and world building for rest of the curriculum.</p>	<p><b>Normans:</b> Key turning point in British History, setting the scene for Britain in the narrative and establishing key concepts (including conflict).</p> <p><b>Crusades:</b> Interaction (conflict) of worlds established, England, Europe, Holy Lands. Picking up on themes from term 1.</p>	<p><b>Mansa Musa:</b> Function of kingdoms and proto-empire, setting context for return to West Africa later but also reinforcing success outside of Europe.</p> <p><b>Silk Roads:</b> Breadth unit – geographically and chronologically encompassing study so far and connecting key locations. Establishing relations through trade rather than just conflict. Migration of ideas.</p>	<p><b>Black Death:</b> Impact of the Black Death told through the eyes of the villagers of Walsham.</p> <p><b>Renaissance:</b> A period of rediscovery. An examination of what the Renaissance was and possibly when it began.</p>	<p><b>Luther:</b> Return to daily religious life in Europe, pick up on themes of challenging authority, set Luther within this wider narrative.</p> <p><b>Reformation:</b> Return to structure of government and build on this understanding. Build on tension between church and state. Critical for KS4.</p>	<p><b>Aztecs:</b> Return to themes of governance, trade and empire. But also, a chance to shift the lens of colonisation to the colonised.</p> <p><b>Spain + England:</b> Bring it all together. Clash of empires, religious warfare, trade competition. Curriculum as a whole must be understood.</p>
Substantive Concepts	Roman, Greek, Scholarship, Christianity, Medieval, power, Islam, Trade, Relic, Pilgrimage, Salvation, Papacy	Power, Invasion, Conquest, Anglo-Saxon, Norman, Society, Christianity, Papacy, Crusade, Nobles	Conquest, trade, governance, migration, pilgrimage, Empire, invasion, alliances	Plague, society, hierarchy, authority, peasant, power, Nobles, Monarchy, Scholarship, Migration	Christianity, Reformation, Catholicism, Protestantism, Salvation, Pilgrimage, Relic, Holy Roman Empire, Papacy, Excommunication, Monarchy	Culture, Trade, Governance, Society, Empire, Administration, Conquest, Migration, Exploration, Navigation, Subjugation

Key knowledge & skills to be mastered by students

	Learning Period 1	Learning Period 2	Learning Period 3	Learning Period 4	Learning Period 5	Learning Period 6
Year 8						
Themes	Religious revolution	Emerging Empires	Contested power	Revolution + technology	Expanding Empires	Revolution + technology
Enquiry Questions	1. Was the Reformation really a 'car crash'?	1. What really mattered to the Mughals? 2. Did the Mayflower land in a 'New World'?	1. When did the Monarchy lose its power? 2. Why did Charles I lose his head?	1. What can people, places and objects reveal about the Enlightenment? 2. What was the last straw for the people of France?	1. How was the Slave Trade abolished? 2. Why has the British Empire been seen so differently?	1. Was the Industrial Revolution 'disastrous and terrible?' Local study of industrial revolution
Second Order Concept	Causation Change & Continuity	Significance Consequence	Causation Change & Continuity	Significance Causation	Causation Interpretations	Change & Continuity
Justification	<b>Luther:</b> Return to daily religious life in Europe, pick up on themes of challenging authority, set Luther within this wider narrative. <b>Reformation:</b> Return to structure of government and build on this understanding. Build on tension between church and state. Critical for KS4.	<b>Mughals:</b> Developing empire schema and explicitly focussing on meaning of culture and interaction of non-Christian religions. <b>Mayflower:</b> Provide contrast of beginnings of British Empire with power of Mughals as well as developing contiguous chronological framework.	<b>Power of the Monarchy:</b> Develops schema of power and monarchy, establishing fluctuation over time. Challenges notion of linear decrease as well as rise of parliament and its functions. <b>Civil War:</b> Zooming in to the specific challenge parliament presented to monarchy during civil war, context given to the disagreement but focus will be on the human aspect of Civil War	<b>Enlightenment:</b> Provides context for major challenges to the status quo of the 18 <sup>th</sup> century. <b>Revolutions:</b> Explores major challenges to status quo, developing schemas of power and monarchy beyond the British context of theme 2 and emphasising migration of ideas.	<b>Transatlantic Slavery:</b> Develops schema of migration through the exploration of forced migration, establishing the roles and actions of slaves in bringing about the end of slavery. <b>British Empire:</b> Develops on themes & concepts from Year 8 theme 1 and Year 7 themes 5 & 6, especially charting the shift in power towards European Empires as well.	<b>Industrial Revolution:</b> Examines significant changes that occurred in Britain and the factors that led to these changes. Examination of what life would have been like in the 'industrial cities'.
Substantive Concepts	Christianity, Reformation, Catholicism, Protestantism, Salvation, Pilgrimage, Relic, Holy Roman Empire, Papacy, Excommunication, Monarchy	Empire, Dynasty, Culture, Power, Military, Conquest, Annexation, Civil War  Pilgrim, Puritan, Migration, Colony, New World, Voyage	Power, Parliament, Divine Right of Kings, Monarchy, Catholic, Protestant, Puritan, Absolutism, Taxation, Treason, Regicide, Civil war	Religion, Science, Catholicism, Reason, Progress, censorship,  Revolution, Monarchy, Power, Hierarchy, Liberation	Abolition, Transatlantic Slave Trade, Public, Slavery, parliament, Bill  Empire, Power, Imperialism, colonisation, Multi-culturalism	Revolution, Industrialisation, Class, Liberty, Rural, Urbanisation

**Key knowledge & skills to be mastered by students**

	Learning Period 1	Learning Period 2	Learning Period 3	Learning Period 4	Learning Period 5	Learning Period 6
Year 9						
Themes	Revolution + technology	Democracy	The World at War	The World at War	Twentieth Century	Civil Rights
<b>Enquiry Questions</b>	1. Was the Industrial Revolution 'disastrous and terrible?'	1. When did democracy arrive in the UK? 2. How did World War I begin?	1. What was the impact of the 'Great War'? 2. 'A waste of time', a valid assessment of the Jarrow Crusade? (Great Depression)	1. Who did World War II hurt the most? (WWII) 2. What was the experience of war in the 20th century? (Reflecting local context)	1. Was anti-Semitism deep rooted in Germany? 2. How far did the Chinese Revolution resonate across the world?	1. Did Civil Rights leaders all want the same thing?
<b>Second Order Concept</b>	Change & Continuity	Change & Continuity Causation	Similarity and Difference Change/Consequence Significance	Consequence Similarity & Difference	Interpretation Significance	Similarity and Difference Consequence
<b>Justification</b>	<b>Industrial Revolution:</b> Examines significant changes that occurred in Britain and the factors that led to these changes. Examination of what life would have been like in the 'industrial cities'.	<b>Democracy:</b> Picks up on a number of themes from Year 8 to establish nature of democracy in Britain and the impact the growing franchise had on class in Britain, with agency and actions of specific groups driving the narrative.	<b>Great Depression:</b> Introduces a recurring feature in the following themes and establishes North/South divide in the UK	<b>Experience of War:</b> focusses on the changing nature of warfare on impact of war on civilians as well as soldiers (beyond home-front in Britain and white soldiers on the Western Front)	<b>Holocaust:</b> Forefronts agency of individuals in all positions in society in the holocaust. Builds on the previous theme to explore the impact of ideologies and again question ideas of progress in the 20 <sup>th</sup> century.	<b>Civil Rights:</b> Picks up the narrative of Year 8 theme 3 and Year 9 Theme 2 but aims to challenge simplistic narratives and misconceptions of racial tension as being solely a US issue by putting race into a wider global context in the 20 <sup>th</sup> century.
<b>Substantive Concepts</b>	Revolution, Industrialisation, Class, Liberty, Rural, Urbanisation	Parliament, Democracy, Reform, Bill, Public, Class,  Nationalism, Imperialism, Militarism, Alliances, Power, Empire, World War	World War, Nationalism, Power, Middle East, Liberty, Freedom, Communism, Democracy  North/South Divide, Poverty, Great Depression, Crusade,	World War, Power, Empire, Imperialism, Liberation, Nationalism	Holocaust, Anti-Semitism, Persecution, Liberty, Fascism, Nazism, Genocide  Revolution, Communism, Imperialism, Democracy	Civil Rights, Equality, Bills, Racism, Persecution, Discrimination, Slavery

Year 10			
Topic title	Early Elizabethan England, 1558–88 Queen, government and religion, 1558–69	Early Elizabethan England, 1558–88 Challenges to Elizabeth at home and abroad, 1569–88	Early Elizabethan England, 1558–88 Elizabethan society in the Age of Exploration, 1558–88
<b>Key Knowledge</b>	<ol style="list-style-type: none"> <li>1. Elizabethan England in 1558: society and government.</li> <li>2. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li> <li>3. Challenges at home and from abroad: the French threat, financial weaknesses.</li> <li>4. Religious divisions in England in 1558.</li> <li>5. Elizabeth's religious settlement (1559): its features and impact.</li> <li>6. The Church of England: its role in society.</li> <li>7. The nature and extent of the Puritan challenge.</li> <li>8. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li> <li>9. Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</li> <li>10. Relations between Elizabeth and Mary, 1568–69.</li> </ol>	<ol style="list-style-type: none"> <li>1. The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.</li> <li>2. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li> <li>3. The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li> <li>4. Political and religious rivalry.</li> <li>5. Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li> <li>6. English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.</li> <li>7. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li> <li>8. Spanish invasion plans. Reasons why Philip used the Spanish Armada.</li> <li>9. The reasons for, and consequences of, the English victory.</li> </ol>	<ol style="list-style-type: none"> <li>1. Education in the home, schools and universities.</li> <li>2. Sport, pastimes and the theatre.</li> <li>3. The reasons for the increase in poverty and vagabondage during these years.</li> <li>4. The changing attitudes and policies towards the poor.</li> <li>5. Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</li> <li>6. The reasons for, and significance of, Drake's circumnavigation of the globe.</li> <li>7. The significance of Raleigh and the attempted colonisation of Virginia.</li> <li>8. Reasons for the failure of Virginia.</li> </ol>
<b>Key Concepts</b>	<p style="text-align: center;"><b>Early Elizabethan England, 1558-1588</b></p> <p>This depth study covers a short period of time and requires students to know about society, people and events in detail. Students will need to know how different aspects of the period fit together and affect each other.</p>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analysis of causation</li> <li>• Description of key features,</li> <li>• Evaluation of causes/consequences.</li> </ul>		

**Year 10**

Topic title	Medicine Through Time 1250-1500 Medicine in medieval England	Medicine Through Time 1500-1700: The medical Renaissance in England	Medicine Through Time 1700-1900: Medicine in the 18th & 19th century Britain	Medicine Through Time 1900 – Present: Medicine in modern Britain	Medicine Through Time The British sector of the Western Front, 1914– 18: injuries, treatment and the trenches
<b>Key Knowledge</b>	<p><b>Ideas about the cause of disease and illness</b></p> <ul style="list-style-type: none"> <li>Supernatural and religious explanations of the cause of disease.</li> <li>Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</li> </ul> <p><b>Approaches to prevention and treatment</b></p> <ul style="list-style-type: none"> <li>Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li> <li>New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul>	<p><b>Ideas about the cause of disease and illness</b></p> <ul style="list-style-type: none"> <li>Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.</li> </ul> <p><b>Approaches to prevention and treatment</b></p> <ul style="list-style-type: none"> <li>Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>Key individual: William Harvey and the discovery of the circulation of the blood.</li> <li>Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.</li> </ul>	<p><b>Ideas about the cause of disease and illness</b></p> <ul style="list-style-type: none"> <li>Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.</li> </ul> <p><b>Approaches to prevention and treatment</b></p> <ul style="list-style-type: none"> <li>The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.</li> <li>New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.</li> </ul> <p><b>Case study</b></p> <ol style="list-style-type: none"> <li>Key individual: Jenner and the development of vaccination.</li> <li> <ul style="list-style-type: none"> <li>Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li> </ul> </li> </ol>	<p><b>Ideas about the cause of disease and illness</b></p> <ul style="list-style-type: none"> <li>Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</li> <li>Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> </ul> <p><b>Approaches to prevention and treatment</b></p> <ul style="list-style-type: none"> <li>The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</li> <li>New approaches to prevention: mass vaccinations and government lifestyle campaigns.</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>Key individuals: Fleming, Florey and Chain’s development of penicillin.</li> <li>The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</li> </ul>	<ul style="list-style-type: none"> <li>The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</li> <li>Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.</li> <li>The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.</li> <li>The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</li> <li>The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</li> </ul>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>Students should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.</li> <li>They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme.</li> <li>The key factors are individuals and institutions (Church and government); science and technology; and attitudes in society.</li> <li>They should also understand how factors worked together to bring about particular developments at particular times.</li> </ul>				

Year 11					
Topic title	American West Conflicts and conquest, c1876– c1895	Weimar and Nazi Germany The Weimar Republic 1918-29	Weimar and Nazi Germany Hitler's rise to power 1919-33	Weimar and Nazi Germany Nazi control and dictatorship 1933-39	Weimar and Nazi Germany Life in Nazi Germany 1933-39
<b>Key Knowledge</b>	<ol style="list-style-type: none"> <li>Changes in farming: the impact of new technology and new farming methods.</li> <li>Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range.</li> <li>Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the Indian Frontier.</li> <li>Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881).</li> <li>The range wars, including the Johnson County War of 1892.</li> <li>Conflict with the Plains Indians: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890).</li> <li>The hunting and extermination of the buffalo.</li> <li>The Plains Indians' life on the reservations.</li> <li>The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887.</li> </ol>	<ol style="list-style-type: none"> <li>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li> <li>The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> <li>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> <li>Changes in the standard of living, including wages, housing, unemployment insurance.</li> <li>Changes in the position of women in work, politics and leisure.</li> <li>Cultural changes: developments in architecture, art and the cinema.</li> </ol>	<ol style="list-style-type: none"> <li>Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> <li>The reasons for, events and consequences of the Munich Putsch.</li> <li>Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</li> <li>The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> <li>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> <li>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ol>	<ol style="list-style-type: none"> <li>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li>The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> <li>The role of the Gestapo, the SS, the SD and concentration camps.</li> <li>Nazi control of the legal system, judges and law courts.</li> <li>Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li> <li>Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</li> <li>Nazi control of culture and the arts, including art, architecture, literature and film.</li> <li>The extent of support for the Nazi regime.</li> <li>Opposition from the Churches, including the role of Pastor Niemöller.</li> <li>Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ol>	<ol style="list-style-type: none"> <li>Nazi views on women and the family.</li> <li>Nazi policies towards women, including marriage and family, employment and appearance.</li> <li>Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>Nazi control of the young through education, including the curriculum and teachers.</li> <li>Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>Changes in the standard of living, especially of German workers.</li> <li>The Labour Front, Strength Through Joy, Beauty of Labour.</li> <li>Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</li> <li>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ol>
<b>Key Concepts</b>	<p style="text-align: center;"><b>The American West, 1835 – 1895</b></p> <p>The period study covers a specific period that spans approximately 50 years. Students will need to be able to analyse the events surrounding important developments and issues that happened in this period. Students will need to understand how the different topics covered fit into the overall narrative.</p> <p style="text-align: center;"><b>Weimar and Nazi Germany, 1918-1939</b></p> <p>This modern depth study covers a short period of time and requires students to know about the historical events in depth. Students will need to understand how different aspects such as, social, economic, political, cultural and military interact with each other.</p>				