

History Curriculum Map 2023-2024



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 7						
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"> 1. What was Constantinople? 2. What connected Baghdad and Cordoba in the 10th century? 3. What can we learn from what the monks left behind at Conques? 	<ol style="list-style-type: none"> 1. Did any of Anglo-Saxon England survive the Norman conquest? 2. How on earth did the Crusaders make it all the way in to Jerusalem? 	<ol style="list-style-type: none"> 1. How can we explain the success of the Mongols? 2. Narrative: Sack of Constantinople 3. What made Mansa Musa Remarkable? 	<ol style="list-style-type: none"> 1. What was the impact of the Black Death? 2. Narrative: Peasants Revolt 3. When did the Renaissance begin? 	<ol style="list-style-type: none"> 1. Was the Reformation really a 'car crash'? 	<ol style="list-style-type: none"> 1. Drawing together big narratives. 2. Who and what can tell us the most about the Aztecs??
Second Order Concept	Similarity & Difference	Change & Continuity Causation	Significance Consequence	Consequence Change & Continuity	Causation Change & Continuity	Causation
Justification	<p>Constantinople: Hinge between Ancient Rome & Medieval World (continuity with KS2) but also hinge between East and West. Returned to throughout Year 7 & beyond.</p> <p>Islam & Christendom: Establishing key themes and world building for rest of the curriculum.</p>	<p>Normans: Key turning point in British History, setting the scene for Britain in the narrative and establishing key concepts (including conflict).</p> <p>Crusades: Interaction (conflict) of worlds established, England, Europe, Holy Lands. Picking up on themes from term 1.</p>	<p>Mansa Musa: Function of kingdoms and proto-empire, setting context for return to West Africa later but also reinforcing success outside of Europe.</p> <p>Silk Roads: 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>Black Death: Impact of the Black Death told through the eyes of the villagers of Walsham.</p> <p>Renaissance: A period of rediscovery. An examination of what the Renaissance was and possibly when it began.</p>	<p>Luther: Return to daily religious life in Europe, pick up on themes of challenging authority, set Luther within this wider narrative.</p> <p>Reformation: Return to structure of government and build on this understanding. Build on tension between church and state. Critical for KS4.</p>	<p>Aztecs: Return to themes of governance, trade and empire. But also, a chance to shift the lens of colonisation to the colonised.</p> <p>Spain + England: 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	Emerging Empires	Contested power	Revolution + technology	Expanding Empires	Expanding Empires	Revolution + technology
Enquiry Questions	1. What really mattered to the Mughals? 2. Did the Mayflower land in a 'New World'?	1. When did the Monarchy lose its power? 3. 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?	1. 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	Significance Consequence	Causation Change & Continuity	Significance Causation	Causation	Interpretations	Change & Continuity
Justification	<p>Mughals: Developing empire schema and explicitly focussing on meaning of culture and interaction of non-Christian religions.</p> <p>Mayflower: Provide contrast of beginnings of British Empire with power of Mughals as well as developing contiguous chronological framework.</p>	<p>Power of the Monarchy: Develops schema of power and monarchy, establishing fluctuation over time. Challenges notion of linear decrease as well as rise of parliament and its functions.</p> <p>Civil War: 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</p>	<p>Enlightenment: Provides context for major challenges to the status quo of the 18th century.</p> <p>Revolutions: Explores major challenges to status quo, developing schemas of power and monarchy beyond the British context of theme 2 and emphasising migration of ideas.</p>	<p>Transatlantic Slavery: Develops schema of migration through the exploration of forced migration, establishing the roles and actions of slaves in bringing about the end of slavery.</p>	<p>British Empire: 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.</p>	<p>Industrial Revolution: 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'.</p>
Substantive Concepts	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 & Democracy	The World at War	The Great Depression	The World at War	Twentieth Century	Civil Rights
Enquiry Questions	<ol style="list-style-type: none"> Was the Industrial Revolution 'disastrous and terrible?' When did democracy arrive in the UK? 	<ol style="list-style-type: none"> How did World War I begin? What was the true cost of World War I? 	<ol style="list-style-type: none"> 'How significant was the Jarrow Crusade?' 	<ol style="list-style-type: none"> How significant was the Spitfire in WW2? Why did the Holocaust happen? Why did the USA drop the atomic bomb on Hiroshima? 	<ol style="list-style-type: none"> How did Mao's revolution resonate across China? 	<ol style="list-style-type: none"> Did Civil Rights leaders all want the same thing?
Second Order Concept	Change & Continuity	Causation Similarity and Difference	Significance	Significance Interpretation Causation	Interpretation Significance	Similarity and Difference Consequence
Justification	<p>Industrial Revolution: 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'.</p> <p>Democracy: 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.</p>	<p>World War One: Focussed on causation. Will look at the consequence of German unification in 1871 to the traditional M.A.I.N causes of the war.</p> <p>Cost of World War One: This enquiry is designed to get students wrestling with and problematising the term 'cost' in relation to the consequences of World War I, exploring the financial, human and political impact of World War I on different parts of the world.</p>	<p>Great Depression: Introduces a recurring feature in the following themes and establishes North/South divide in the UK</p>	<p>Significance of the Spitfire: Local study looking at the importance of the Spitfire during World War Two and the extent it resonated with people.</p> <p>Holocaust: 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 20th century.</p>	<p>Chinese Revolution (1949): Impact of the revolution seen through the eyes of women, those who lived in the countryside and towns.</p>	<p>Civil Rights: 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 20th century.</p>
Substantive Concepts	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	Migrants in Britain: 800-1500: Migration in medieval England	Migrants in Britain: 1500-1700: Migration in early modern Britain	Migrants in Britain: 1700-1900: Migration in 18th & 19th century Britain	Migrants in Britain: 1900 – Present: Migration in modern Britain	Migrants in Britain: Notting Hill, c1948–c1970
Key Knowledge	<p>The context for migration</p> <ul style="list-style-type: none"> Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants; the role the monarchy, including the need for royal finance; England as a part of Christendom. <p>The experience and impact of migrants</p> <ul style="list-style-type: none"> The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of ‘alien’ and the impact of the Black Death. The impact of migrants in England, including the Danelaw, culture, trade, and the built environment. <p style="text-align: center;">Case study</p> <ul style="list-style-type: none"> The city of York and the Vikings. 	<p>The context for migration</p> <ul style="list-style-type: none"> Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation. <p style="text-align: center;">The experience and impact of migrants</p> <ul style="list-style-type: none"> The experience of migrants in England: their relations with the authorities and the existing population. The impact of migrants in England, including culture, trade, industry and agriculture <p style="text-align: center;">Case study</p> <ul style="list-style-type: none"> Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. The experience of Huguenots in seventeenth century England. 	<p>The context for migration</p> <ul style="list-style-type: none"> Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire. The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties. <p style="text-align: center;">The experience and impact of migrants</p> <ul style="list-style-type: none"> The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media. The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment. <p style="text-align: center;">Case study</p> <ol style="list-style-type: none"> Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants. The experience of Jewish migrants in the East End of London in late nineteenth century. 	<p>The context for migration</p> <ul style="list-style-type: none"> Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers. The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and nationality, including the Aliens Act (1905) and British Nationality Acts. <p style="text-align: center;">The experience and impact of migrants</p> <ul style="list-style-type: none"> The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media. The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy <p style="text-align: center;">Case study</p> <ul style="list-style-type: none"> Bristol in the mid-twentieth century: the experiences of migrants and their impact on society. The experience of Asian migrants in Leicester from 1945. 	<ul style="list-style-type: none"> The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market. The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. ‘pardner’ schemes. Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley’s Union Movement and his 1959 election campaign. Black activism in the Notting Hill area. Claudia Jones and the West Indian Gazette. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. The British Black Panthers. The ‘Mangrove Nine’. The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The ‘Swinging Sixties’. Poverty in London. Policing in London

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

Year 11				
Topic title	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
Key Knowledge	<ol style="list-style-type: none"> 1. The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. 2. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. 3. Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. 4. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. 5. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. 6. Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. 7. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. 8. Changes in the standard of living, including wages, housing, unemployment insurance. 9. Changes in the position of women in work, politics and leisure. 10. Cultural changes: developments in architecture, art and the cinema. 	<ol style="list-style-type: none"> 1. Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. 2. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. 3. The reasons for, events and consequences of the Munich Putsch. 4. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. 5. 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. 6. 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. 7. Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. 8. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 	<ol style="list-style-type: none"> 1. The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. 2. 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. 3. The role of the Gestapo, the SS, the SD and concentration camps. 4. Nazi control of the legal system, judges and law courts. 5. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. 6. Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. 7. Nazi control of culture and the arts, including art, architecture, literature and film. 8. The extent of support for the Nazi regime. 9. Opposition from the Churches, including the role of Pastor Niemöller. 10. Opposition from the young, including the Swing Youth and the Edelweiss Pirates. 	<ol style="list-style-type: none"> 1. Nazi views on women and the family. 2. Nazi policies towards women, including marriage and family, employment and appearance. 3. Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. 4. Nazi control of the young through education, including the curriculum and teachers. 5. Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. 6. Changes in the standard of living, especially of German workers. 7. The Labour Front, Strength Through Joy, Beauty of Labour. 8. Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. 9. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.
Key Concepts	Weimar and Nazi Germany, 1918-1939			
	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.			

Year 11			
Topic title	The early settlement of the West, c1835–c1862	Development of the plains, c1862–c1876	Conflicts and conquest, c1876–c1895
Key Knowledge	<ol style="list-style-type: none"> 1. How was the Plains Indians society structured & how did they survive? 2. What was important to the Plains Indians? 3. How did US Government Policy towards the Plains People change? 4. What Push and Pull factors encouraged migration west? 5. What difficulties did the migrants face journeying West? 6. What happened to the Donner Party? 7. Why did the Mormons Settle in the West? 8. How important was Brigham Young to the Mormon’s success? 9. How did Homesteaders solve the problems of living on the Plains? 10. What were the causes of tension between the Settlers and Plains Indians? 11. How were problems with lawlessness tackled in the early settlements?. 	<ol style="list-style-type: none"> 1. Why did the number of Homesteaders increase between 1862 and 1876? 2. Why did problems of law and order continue to develop in the West? 3. Why did the Cattle Industry grow so rapidly after the Civil War? 4. How did the role of the Cowboy change? 5. Why was there rivalry between Ranchers and Homesteaders? 6. What was the impact of the railroads, mining & the cattle industry on the Plains Indians? 7. Causes and Consequences of Conflict with the Plains Indians 	<ol style="list-style-type: none"> 1. How did farming and the cattle industry change between 1876 and 1895? 2. How and why did settlements continue to grow? 3. Were there solutions to the problems of law and order by 1895? 4. Why was the Johnson County war important? 5. Why were the conflicts at the Little Bighorn and Wounded Knee important? 6. How did the US government destroy the buffalo and the Indian way of life? 7. How did the US government destroy the Indian way of life through assimilation?
Key Concepts	<p style="text-align: center;">The American West, 1835 – 1895</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>		