

Year view Subject: History		Curriculum Map 2021 onwards		
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	'What is History?' -Introductory unit to establish key skills. Thematic study: 'Water and Public Health Through Time' 1066 and the Norman Conquest	Using evidence: assessing significance, utility and reliability. Causes, consequences and significance	How successful was the public health care for your chosen period. End of unit assessment: <i>'What was the significance of William's invasion in 1066?'</i>	Timings of unit will vary with pupil cohorts. Links to prior learning: Opportunity to consolidate primary school learning
Autumn Term 2	Finish the Norman Conquest if needed. Medieval Life: Crime and punishment, religion, public health, stagnation and development, the Crusades, key monarchs (inc. Edward I and King John) and the Magna Carta	Pupils assess interpretations for this complex time period (assessing its significance).	End of Unit Assessment: <i>'Life in the medieval period was extremely challenging.'</i> Using the sources and your own knowledge, how far do you agree with this statement?	Links to wider curriculum: Links to current affairs and the concept equal rights for the masses. Links to future learning: Students to study Tudor dynasty and living conditions (at GCSE)
Spring Term 1	The Black Death: Causes, symptoms, contemporary beliefs, reactions, treatments and long-term consequences (including the Peasants' Revolt).	Analysis of primary and secondary sources, as well historians' interpretations	End of unit assessment: <i>'To what extent could the consequences of the Black Death be considered negative?'</i>	Links to prior learning: Students explore the significance of poor public health
Spring Term 2	The War of the Roses and the Battle of Bosworth: The beginning of the Tudor dynasty; life before and after the Reformation, key Tudor monarchs and their religious changes. Life in Elizabethan England: theatre, empire and the threat of invasion.	Change and continuity, causation, consequences and significance all analysed to formulate judgement.	End of Unit Assessment: <i>'During the Tudor period (1485-1603) there was more change than there was continuity.'</i> How far do you agree with this statement?	Links to wider curriculum: Catholicism as part of Religious Studies Links to future learning: (Early) Elizabethan England is a GCSE topic
Summer Term 1	Key personalities of the Stuart era: James I and VI, Charles I and Charles II; The English Civil War and the Restoration. Monarchy and political change 1653-1750: Oliver Cromwell, the Glorious/Bloodless Revolution, the Act of Union and Jacobite rebellion.	Causation and significance. Change and continuity over a key, extended chronological period all analysed to formulate judgement.	End of Unit Assessment: <i>'Oliver Cromwell was a villain, not a hero.'</i> Using the sources and your own knowledge, to what extent do you agree with this statement?	Links to prior learning: Religious instability during the Tudor period Links to wider curriculum: Religious Studies (Catholicism and Puritanism)
Summer Term 2	The Mughal Empire and the success of the start of the British Raj. Key enquiry: <i>'What was the significance of the India to the British empire?'</i>	Source work and source queries and reliability to formulate overall judgement.	<i>End of Year Exam assessing knowledge, skills and understanding from the whole of Year 7</i>	Links to wider curriculum: Link to current affairs and tension within a post-colonial society. Links to future learning: Students go on to explore slavery and exploitation next academic year

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Year 8	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Thematic study: Sugar, Slavery and Empire Through Time Industrial Revolution (including local study)	Knowledge and understanding of the key features of the period Explanation and analysis Analyse, evaluate and use sources to make substantiated judgements	Regular in-class Formative Assessment to ensure relevant knowledge, skills and understanding have been acquired.	Links to prior learning: Thematic history (Y7 autumn 1), British social history. Links to future learning: Thematic GCSE unit, Industrial Britain 17 th -19 th Century Warfare (GCSE) Parliamentary Reform in Britain (A-Level)
Autumn Term 2	Slavery Political Reform (Great Reform Act, Peterloo etc). Victorian Life	Analyse, evaluate and use sources to make substantiated judgements	Summative Assessment: <i>'Why was the slave trade abolished in 1807?'</i>	Links to prior learning: Slavery through time unit (Y8 autumn 1) Links to wider curriculum: Literacy, cultural capital
Spring Term 1	British Empire Causes of WWI	Knowledge and understanding of the key features of the period Analyse, evaluate and use sources to make substantiated judgements	Summative Assessment: <i>'How has the British Empire shaped my world?'</i>	Links to wider curriculum: Literacy, cultural capital. Links to future learning: A-Level coursework, GCSE Cold War (Global Politics), Y8 Impact of WWI
Spring Term 2	Impact of WWI on Everyday Life The Holocaust	As above	<i>Regular in-class formative assessment to ensure relevant knowledge, skills and understanding have been acquired.</i>	Curriculum Enrichment Battlefields Trip Links to prior learning: causes of WWI, social history from Victorian life and industrial revolution
Summer Term 1	The Holocaust Comparative: 20 th Century Dictators	Knowledge and understanding of the key features of the period Explanation and analysis	Summative Assessment: <i>'How and why did the Holocaust happen?'</i>	Links to wider curriculum: Literacy, cultural capital, RS (Holocaust) Links to future learning: GCSE Cold War and GCSE Russia Units, A-Level dictatorships
Summer Term 2	Comparative: 20 th Century Dictators <i>Disciplinary knowledge: similarity and difference, interpretations</i>	Knowledge and understanding of the key features of the period Explanation and analysis Analyse, evaluate and make substantiated judgements about interpretations	<i>End of Year Exam assessing knowledge, skills and understanding from the whole of Year 8</i>	Links to prior learning: International Relation through British Empire unit Links to future learning: GCSE Cold War and GCSE Russia Units, A-Level dictatorships

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Warfare Through Time: Medieval Warfare (1250-1500) <i>Disciplinary knowledge: causation, consequence, similarity and difference, change and continuity</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE 4 mark and 12 mark questions assessing:</i> -Recruitment 1250-1500 -Decline of the mounted knight 1250-1500	Curriculum Enrichment; Links to wider curriculum across the year: Meanwhile Elsewhere, Enrichment Carousel, Battlefields Trip; Literacy, cultural capital Links to prior learning: Thematic units (Y7,Y8) Medieval Britain including feudal system, warfare and social history (Y7), Dictators(Y8), Warfare (Y9) Links to future learning across the year: Warfare Through Time.
Autumn Term 2	Warfare Through Time: Early Modern Warfare (1500-1700) <i>Disciplinary knowledge (as above)</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE 20 mark question assessing:</i> -Weapons 1500-1700	Links to prior learning: Thematic units (Y7, Y8), Civil War and restoration (Y7), Dictators unit (Y8), Warfare (Y9) Further Links to future learning: GCSE Early Elizabethan England
Spring Term 1	Warfare Through Time: Warfare in the years' 1700-1900 <i>Disciplinary knowledge (as above)</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE 4 mark and 12 mark questions assessing:</i> -Comparative: Naseby and Waterloo -Recruitment 1850-1900	Links to prior learning: Thematic units (Y7, Y8), Industrial Revolution (Y8), British Empire (Y8), Dictators (Y8), Warfare (Y9) Further Links to future learning: Protest, Agitation & Parliamentary Reform:A-Level
Spring Term 2	Warfare Through Time: Modern Warfare (1900-Present) <i>Disciplinary knowledge: (as above)</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE 20 mark question assessing:</i> -Civilian experience 1900-Present	Further Links to prior learning: Thematic units (Y7 and Y8), WWI units (Y8), Dictators (Y8), Warfare units (Y9) Further links to future learning: Cold War (GCSE)
Summer Term 1	Historic Environment: London and the Second World War <i>Disciplinary knowledge: sources, change and continuity</i>	As above. In addition, analyse, evaluate and use sources to make substantiated judgements	<i>Edexcel GCSE 20 mark question assessing: Factors affecting change in warfare through time 1250-Present</i>	Links to prior learning: Thematic units (Y7 and Y8), WWI (Y8), Warfare (Y9) Further Links to future learning: Germany 1918-89 (A-Level)
Summer Term 2	Early Elizabethan England: Problems, Decisions and Challenges to the Religious Settlement <i>Disciplinary knowledge: causation, consequence</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE Historic Environment Source Questions assessing:</i> -Source Utility -Follow-up source investigation	Links to prior learning: Tudor, Civil war and Life in Elizabethan England units (Y7) Links to future learning: Eliz England.

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Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Early Elizabethan England: Plots at home and abroad; rivalry, war and the Spanish Armada. <i>Disciplinary knowledge: Cause and consequence.</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE 4 mark and 12 mark questions assessing:</i> <i>-Religious Settlement</i> <i>-Early problems</i>	Curriculum Enrichment; Links to wider curriculum across the year: Meanwhile Elsewhere, Enrichment Carousel and trip to Bolton Abbey; Literacy, cultural capital and Religious Studies Links to prior learning: Y7 units on Tudor, Life in Elizabethan England, Civil War Links to future learning: Eliz. England
Autumn Term 2	Early Elizabethan England: Leisure, education and the problem of the poor; exploration and voyages of discovery. <i>Disciplinary knowledge: Significance and sources.</i>	Knowledge and understanding of the key features of the period. Analyse, evaluate and use sources to make substantiated judgements	<i>Edexcel GCSE 16 mark question assessing:</i> <i>-Plots against Elizabeth</i>	Links to prior learning: Y7 Tudor, Life in Elizabethan England; British Empire (Y8) Links to wider curriculum Drama;English. Links to future learning: Eliz. England
Spring Term 1	Russia and the Soviet Union: Russian in early 1917; the February Revolution, provisional government and the Bolshevik Revolution. <i>Disciplinary knowledge: Causation, chronology, interpretations and significance.</i>	Knowledge and understanding of the key features of the period. Explanation and analysis Analyse, evaluate and use sources to make substantiated judgements	<i>Edexcel 8 mark and 4 mark questions assessing:</i> <i>-Russian Revolution</i> <i>-Interpretations</i>	Links to prior learning: Causes of revolution (Y7), unrest amongst the working class (Y8), Cold War (Y9), Russia units (Y10 and Y11) Links to future learning : Russia, Cold War GCSE units, A-Level causes of revolution and extremism
Spring Term 2	Russia and the Soviet Union: Early consolidation of power and the civil war. <i>Disciplinary knowledge: Significance and sources.</i>	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel 12 mark and 4 mark questions assessing:</i> <i>-Russian Civil War</i>	Links to prior learning: As above and WWI home and abroad (Y8), Links to future learning: as above
Summer Term 1	Russia and the Soviet Union: Changes under the Bolsheviks. <i>Disciplinary knowledge: Causation, change and continuity and significance.</i>	Knowledge and understanding of the key features of the period.	<i>Edexcel 12 mark question assessing:</i> <i>-Changes in society</i>	Links to prior learning: Peasants' Revolt (Y7), WWI relations (Y8), Cold War (Y9), Russia units (Y10 and Y11) Links to future learning: Russia , Cold War GCSE, A-Level political turmoil
Summer Term 2	Russia and the Soviet Union: Struggle for power and the use of terror; propaganda and the cult of Stalin. <i>Disciplinary knowledge: Significance, causation and sources.</i>	As above and analyse, evaluate and Use sources to make substantiated judgements about interpretations	<i>Y10 End of Year Exam</i>	Links to prior learning: Dictators (Y8), Industrial Revolution in Britain (Y8), Cold War International Tension (Y9 Modern Warfare), Russia units (Y10 and Y11) Links to future learning: as above

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Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Russia and the Soviet Union: Propaganda, censorship and the cult of Stalin. <i>Disciplinary knowledge (DK): sources, causation.</i> Agriculture and collectivisation. <i>DK: interpretations, change and continuity, sources.</i> Changes in industry. <i>DK: causation, consequence, sources, significance</i>	Knowledge and understanding of the key features of the period Explanation and analysis Analyse, evaluate and use sources to make substantiated judgements Analyse, evaluate and make substantiated judgements about interpretations	<i>Edexcel GCSE 20 mark question assessing:</i> <i>-Stalin's Five Year Plans</i> <i>-Interpretations</i> <i>-Sources</i>	Curriculum Enrichment; links to wider curriculum across the year: Meanwhile Elsewhere, Literacy, cultural capital Links to prior learning: Dictators (Y8), Industrial Revolution in Britain (Y8), Cold War (Y9), Russia units (Y10 and Y11) Links to future learning: Russia, Cold War GCSE units, A-Level dictatorships
Autumn Term 2	Russia and the Soviet Union: Life in the Soviet Union. <i>Disciplinary knowledge (DK): change and continuity, interpretations, sources</i> Superpower Relations; Cold War: Cold War origins	Knowledge and understanding of the key features of the period Explanation and analysis <i>-DK: causation, consequence, significance, change, continuity</i>	<i>Edexcel GCSE 8 mark questions (x2) assessing:</i> <i>-The Peace Conferences</i> <i>-Marshall Plan</i>	Links to prior learning: Dictators (Y8), Previous Social history units (Y7and 8) Cold War (Y9), Russia units (Y10 and Y11) Links to future learning: Russia units, Cold War GCSE units, A-Level dictatorships
Spring Term 1	Superpower Relations and the Cold War: Cold War Crises <i>Disciplinary knowledge: causation, consequence, significance, change and continuity</i>	Knowledge and understanding of the key features of the period Explanation and analysis Analyse, evaluate and make substantiated judgements as well as judgements about interpretations	<i>Y11 Mock Exam</i>	Links to prior learning: Y8 International Relations in British Empire, Dictators, Y9, Y11 Cold War, Y10,11 Russia units Links to future learning: Cold War GCSE, Germany 1918-89 (A-Level –post-WWII)
Spring Term 2	Superpower Relations and the Cold War: The End of the Cold War <i>Disciplinary knowledge: causation, consequence, significance, change and continuity</i> Revision	Knowledge and understanding of the key features of the period Explanation and analysis	<i>Edexcel GCSE 16 mark question assessing:</i> <i>-Arms Race</i> <i>-Berlin Wall</i> <i>-Helsinki Agreement</i>	Links to prior learning: as above Links to future learning: Russia units, Cold War GCSE units, Germany 1918-89 (A-Level – particularly post-WWII)
Summer Term 1	Revision - core knowledge Public Examinations	Revision – core skills Public Examinations	<i>Public Examinations</i>	Public Examinations
Summer Term 2	Public Examinations	Public Examinations	<i>Public Examinations</i>	Public Examinations

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Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	<p>T1: Germany 1918-89 Political and Governmental Change <i>Disciplinary knowledge (DK): causation, consequence, change and continuity, similarity and difference, significance</i></p> <p>T2: Italy 1911-46 The Liberal State <i>DK: causation, consequence, change and continuity, similarity and difference, significance, sources</i></p>	<p>T1 and T2: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts.</p> <p>T2: Analyse and evaluate appropriate source material within its historical context.</p>	<p><i>T1: GCSE Bridging Essay, Section A/B: Germany Introduction</i></p> <p><i>T2: GCSE Bridging Essay, Section A: Source 'value' on Italian attitudes to the Central Powers in 1915.</i></p>	<p>Curriculum Enrichment: Meanwhile Elsewhere, Podcasts and lectures, Historical Association Great Debate competition, Berlin Trip (German and History Trip)</p> <p>Links to prior learning: The Holocaust (Y8), Comparative Dictators unit (Y8), Modern Warfare (Y9), Cold War (Y11)</p> <p>Links to wider curriculum: Literacy, cultural capital, RS (Holocaust)</p> <p>Links to future learning: autumn and spring terms-Germany and Italy units, Coursework on Causes of WWI Summer terms- Coursework units, Protest, Agitation and Parliamentary Reform units, university study</p>
Autumn Term 2	<p>T1: Germany 1918-89 Causes of WWII <i>DK: interpretations</i></p> <p>T2: Italy 1911-46 Rise of Mussolini and the creation of a fascist dictatorship <i>DK: causation, consequence, change and continuity, similarity and difference, significance, sources</i></p>	<p>T1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>T2: As autumn term 1</p>	<p><i>T1: Section A/B Essay: Political and Governmental Change</i></p> <p><i>T2: Section B Essay: Giolitti's reforms</i></p>	
Spring Term 1	<p>T1: Germany 1918-89 Opposition, Control and Consent</p> <p>T2: Italy 1911-46 The Fascist State</p>	<p>T1 and 2: see autumn term 1</p> <p>T2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p><i>Disciplinary knowledge (DK) for T1 and T2: causation, consequence, change and continuity, similarity and difference, significance, (+ sources spring term only)</i></p>	<p><i>T1: Section C Essay: Hitler and causes of WWII</i></p> <p><i>T2: Section A Essay: Facist Italy</i></p>	
Spring Term 2	<p>T1: Germany 1918-89 Opposition, Control and Consent; Economic policies and developments</p> <p>T2: Italy 1911-46 Fascist state</p>		<p><i>T1: Section A/B Essay: consent in Germany</i></p> <p><i>T2: Section B Essay: relationship between Church and state</i></p>	
Summer Term 1	<p>T1: Germany 1918-89 Economic policies and developments</p> <p>T2: Germany 1918-89 Aspects of life</p>		<p><i>Y12 End Year Exam: Germany (1918-89) and Italy (1911-46) Questions</i></p>	
Summer Term 2	<p>T1: Coursework Context and Historiography Phase</p> <p>T2: Protest, Agitation and Parliamentary Reform, 1780-1928 Reform of Parliament</p>	<p><i>T1: Section A/B Essay: Economics Germany</i></p> <p><i>T2: Paper 1 Essay: Changes in German education and culture</i></p>	<p>Links to prior learning: Y7 King John, Y8 Industrial Revolution, British Empire, Political Reform, Victorian Life, Causes of and impact of WWI on Everyday Life, Y9 Warfare, Y12 Germany: interpretations.</p>	

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Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	T1: Coursework Reading and Research Phase T2: Protest, Agitation and Parliamentary Reform, 1780-1928 Changing Influence of Parliament	T1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. T2: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts. Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	<i>T1: Causes of WWII thematic essay</i> <i>T2: Section C Essay – Reform of the Franchise, 1780-1928</i>	Curriculum Enrichment: Meanwhile Elsewhere, Podcasts and lectures Links to prior learning: King John (Y7), Industrial Revolution (Y8), British Empire (Y8), Political Reform (Y8), Victorian Life (Y8), Causes of WWI (Y8), Impact of WWI on Everyday Life (Y8), Warfare Through Time Modern Unit (Y9), Germany unit – particularly interpretations aspect (Y12) Links to wider curriculum: Literacy, cultural capital Links to future learning: Coursework units, Protest, Agitation and Parliamentary Reform units, university study
Autumn Term 2	T1: Coursework Writing Phase: Writing Skills and First Draft T2: Protest, Agitation and Parliamentary Reform, 1780-1928 Radical Reformers, Chartism		<i>T1: Coursework First Draft</i> <i>T2: Section A Essay – Crowd behaviour and radical reformers</i>	
Spring Term 1	T1: Coursework Writing Phase: Final Draft <i>DK: causation, interpretations</i> T2: Protest, Agitation and Parliamentary Reform, 1780-1928 Contagious Diseases Acts	<i>T1 Disciplinary knowledge (DK): causation, interpretations</i> <i>T2 Disciplinary knowledge: causation, consequence, change and continuity, similarity and difference, significance, sources</i>	<i>T1: Coursework Final Draft</i> <i>T2: Y13 Mock Exam</i>	
Spring Term 2	T1: Protest, Agitation and Parliamentary Reform, 1780-1928 Trade Union Militancy T2: Protest, Agitation and Parliamentary Reform, 1780-1928 Women’s Social and Political Union		<i>T1: Section A or B Essay – Trade Union Militancy</i> <i>T2: Section B Essay – Chartists</i>	
Summer Term 1	Revision - core knowledge Public Examinations	Revision – core skills Public Examinations	<i>Public Examinations</i>	Public Examinations
Summer Term 2	Public Examinations	Public Examinations	<i>Public Examinations</i>	Public Examinations