

Year view Subject: History		Curriculum Map 2022 onwards		For further information, please see the KS3 Curriculum Booklet
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Introduction History: How far has Crime and Punishment changed through time?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Crime and Punishment</i>	Timings of unit will vary with pupil cohorts. Links to prior learning: Opportunity to consolidate primary school learning Links to future learning: Thematic unit (GCSE)
Autumn Term 2	Was 1066 a year of 'crisis' for England? Did the Black Death cause the Peasants Revolt?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. 	Regular in-class Formative Assessment and Homework	Links to future learning: Kingship (Y7 Tudors) Curriculum Enrichment: Meanwhile, Elsewhere
Spring Term 1	Did the Black Death cause the Peasants Revolt? Who was the Greatest Mughal Emperor?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Peasants Revolt</i>	Links to wider curriculum: Literacy, cultural capital. Links to prior learning: Life in Medieval Era (thematic C&P unit) Links to future learning: Medieval attitudes to disease (GCSE)
Spring Term 2	What can sources tell us about the Tudor period?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. 	Regular in-class Formative Assessment and Homework	Links to wider curriculum: Catholicism as part of Religious Studies Links to prior learning: monarchical change (Norman Conquest) Links to future learning: (Early) Elizabethan England (GCSE)
Summer Term 1	Why did we remove, replace and restore the monarchy? ➤ Why did England execute its king?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. 	Regular in-class Formative Assessment and Homework	Links to prior learning: Religious instability during the Tudor period Link to future learning: 1500-1700 Period (GCSE Medicine). Links to wider curriculum: Religious Studies (Catholicism and Puritanism).
Summer Term 2	Why did we remove, replace and restore the monarchy? ➤ How should we remember Oliver Cromwell? ➤ Had anything changed by c1700?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements • Analyse, evaluate and make substantiated judgements about interpretations. 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Y7 End of Year Exam (Whole Course)</i>	Links to wider curriculum: Religious Studies (Catholicism and Puritanism) Links to prior learning: Monarchical change (Norman Conquest, Tudor Period). Curriculum Enrichment: Meanwhile, Elsewhere

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Autumn Term 1	Why did the Transatlantic Slave-Trade take so long to abolish?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Slavery</i>	Links to prior learning: British social history Links to future learning: Empire (Y8) Links to wider curriculum: Literacy, cultural capital
Autumn Term 2	What did 'colonisation' mean for the indigenous people of different places in the British Empire?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and make substantiated judgements about interpretations. 	Regular in-class Formative Assessment and Homework	Links to prior learning: Slavery unit (Y8) Links to future learning: Medicine (GCSE), Protest, Agitation and Parliamentary Reform (A-Level) Links to wider curriculum: Literacy, cultural capital
Spring Term 1	What was the impact of the Industrial Revolution on Britain? (Includes Local Study of Saltaire)	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. 	Regular in-class Formative Assessment and Homework	Links to prior learning: Thematic (C&P, Y7) Links to future learning: Medicine (GCSE), Protest, Agitation and Parliamentary Reform (A-Level) Curriculum Enrichment: Meanwhile, Elsewhere
Spring Term 2	What did soldiers experience in the trenches?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. • Analyse, evaluate and make substantiated judgements about interpretations. 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>The Battle of the Somme</i>	Curriculum Enrichment Battlefields Trip Links to prior learning: changes in warfare (Normans, Tudors, Civil War), Links to future learning: A-Level coursework
Summer Term 1	How far did the First World War cause the Second World War?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. 	Regular in-class Formative Assessment and Homework	Curriculum Enrichment Battlefields Trip Links to future learning: GCSE Cold War and GCSE Russia Units, A-Level Germany and Italy
Summer Term 2	How and why did the Holocaust happen?	<ul style="list-style-type: none"> • Knowledge and understanding. • Explanation and analysis. • Analyse, evaluate and use sources to make judgements. 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Y8 End of Year Exam (Whole Course)</i>	Links to wider curriculum: Literacy, cultural capital, RS (Holocaust) Links to prior learning: Nazism and Extremism (Second World War, Y8) Links to future learning: A-Level Germany and Italy

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Medicine Through Time: Medieval Medicine (1250-1500)	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Medieval Medicine</i>	Curriculum Enrichment and Links to wider curriculum <i>across the year:</i> Meanwhile Elsewhere, Enrichment Carousel, Literacy, cultural capital Links to prior learning: Thematic unit (Y7) Medieval Britain including feudal system, social history (Y7) Links to future learning: Medicine Through Time.
Autumn Term 2	Medicine Through Time: Early Modern Medicine (1500-1700)	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Early Modern Medicine</i>	Links to prior learning: Thematic unit (Y7), Civil War and restoration (Y7), Medicine (Y8) Links to future learning: GCSE Early Elizabethan England
Spring Term 1	Medicine Through Time: Medicine in the years' 1700-1900	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>19th Century Medicine</i>	Links to prior learning: Thematic unit (Y7), Industrial Revolution (Y8), British Empire (Y8), Medicine (Y9) Links to future learning: Protest, Agitation & Parliamentary Reform: A-Level
Spring Term 2	Medicine Through Time: Modern Medicine (1900-Present)	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Modern Medicine</i>	Links to prior learning: Thematic unit (Y7), WWI and WWII units (Y8), Medicine units (Y9) Links to future learning: Cold War (GCSE), Germany and Italy (A-Level).
Summer Term 1	Historic Environment: British Sector of the Western Front	<ul style="list-style-type: none"> As above. In addition, analyse, evaluate and use sources to make substantiated judgements 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Historic Environment</i>	Links to prior learning: Thematic unit (Y7), WWI (Y8), Medicine (Y9) Links to future learning: Germany 1918-89 (A-Level)
Summer Term 2	Early Elizabethan England: Problems, Decisions and Challenges to the Religious Settlement	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Historic Environment</i>	Links to prior learning: Tudor and Civil War (Y7) Links to future learning: Elizabethan 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.	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Early Elizabethan England (Causation Focus)</i>	Curriculum Enrichment; Links to wider curriculum across the year: Meanwhile Elsewhere, Enrichment Carousel; Literacy, cultural capital and Religious Studies Links to prior learning: Y7 units on Tudor and 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.	<ul style="list-style-type: none"> Knowledge and understanding of the key features of the period Explanation and analysis 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Early Elizabethan England (Key Features Focus)</i>	Links to prior learning: Y7 Tudors; British Empire (Y8) Links to future learning: Eliz. England Links to wider curriculum Drama; English.
Spring Term 1	Russia and the Soviet Union: Russian in early 1917; the February Revolution, provisional government and the Bolshevik Revolution.	<ul style="list-style-type: none"> 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 and Homework Summative Assessment: <i>Early Elizabethan England (Significance Focus)</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 : Cold War GCSE, A-Level causes of revolution
Spring Term 2	Russia and the Soviet Union: Early consolidation of power and the civil war.	<ul style="list-style-type: none"> As above and... Use sources to make substantiated judgements about interpretations 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Russia and the Soviet Union (Interpretations Focus)</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.	<ul style="list-style-type: none"> As above 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Russia and the Soviet Union (Interpretations Focus)</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.	<ul style="list-style-type: none"> As above 	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Y10 End of Year Exam</i>	Links to prior learning: 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. Agriculture and collectivisation.	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	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Russia and the Soviet Union (Interpretations and Significance)</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. Superpower Relations; Cold War: Cold War origins	Knowledge and understanding of the key features of the period Explanation and analysis	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Superpower Relations and the Cold War (Significance Focus)</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	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	Regular in-class Formative Assessment and Homework Summative Assessment: <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 Revision	Knowledge and understanding of the key features of the period Explanation and analysis	Regular in-class Formative Assessment and Homework Summative Assessment: <i>Superpower Relations and the Cold War (Narrative Focus)</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</p> <p>T2: Italy 1911-46 The Liberal State</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/B: Italy Introduction</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</p> <p>T2: Italy 1911-46 Rise of Mussolini and the creation of a fascist dictatorship</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 A/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 T2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. <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 A/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>	

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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)
Autumn Term 2	T1: Coursework Writing Phase: Writing Skills and First Draft T2: Protest, Agitation and Parliamentary Reform, 1780-1928 Radical Reformers, Chartism	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	<i>T1: Coursework First Draft</i> <i>T2: Section A Essay – Crowd behaviour and radical reformers</i>	Links to wider curriculum: Literacy, cultural capital Links to future learning: Coursework units, Protest, Agitation and Parliamentary Reform units, university study
Spring Term 1	T1: Coursework Writing Phase: Final Draft 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/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