

Department Curriculum Map



Department	History
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- Skills required:**
- Develop and extend their **knowledge and understanding** of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
 - Engage in **historical enquiry** to develop as independent learners and as critical and reflective thinkers
 - Develop the ability **to ask relevant questions** about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context •
 - Develop an **awareness of why people**, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
 - Organise and communicate **their historical knowledge and understanding** in different ways and reach substantiated conclusions.

GCSE Criteria

- AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied.
AO2: explain and analyse historical events and periods studied using second-order historical concepts.
AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Quality of Written Communication (QWC) will be assessed in all questions that require extended writing and in all units. Students **MUST:**

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
11	The historic environment is embedded within the depth studies. This approach promotes coherent	The historic environment is embedded within the depth studies. This approach promotes coherent	Questions 1, 2, and 3 test AO4. They test, in turn, how interpretations differ, why	Questions 1 & 2 test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and	Question 1 tests the utility of a source (AO3). The source will either be visual e.g. cartoons, or		

	<p>understanding of the relationship between the historic environment and the historical events and developments contained in the depth study. Students will be able to make connections and evaluate how specified sites have shaped or have been shaped by the historical events and developments of the time</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>	<p>understanding of the relationship between the historic environment and the historical events and developments contained in the depth study. Students will be able to make connections and evaluate how specified sites have shaped or have been shaped by the historical events and developments of the time</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Develop the ability to ask relevant questions about</p>	<p>interpretations differ and evaluate interpretations in the context of historical events. Question 4 requires a description of two key features or characteristics of the period studied and targets AO1 knowledge and understanding. Question 5 tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). Question 6 requires knowledge, understanding and analysis of historical events utilising second order historical concepts (AO1 and AO2) and is based around two identified aspects. It will target: causation, consequence, change and/or continuity. The question will be an essay requiring a judgement.</p>	<p>two sources for the second. Question 3 tests AO1 and AO2. It is a narrative account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. Question 4 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts. This will be an essay question requiring a judgement. Marks for spelling, punctuation and grammar (SPaG) will also be available. The focus will arise from Part one, two or three or may cover more than one part of the specified content.</p>	<p>written e.g. diary extracts. Question 2 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. Significance looks at the importance of a key event, person/group or development at the time and importance over time. Question 3 will ask students to compare two key events, developments or the role of individuals or groups. It tests the second order concepts of similarity and/or difference. Question 4 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and developments</p>		
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		the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context			over time. It draws on second order concepts of cause, consequence and/or change. It will ask students to evaluate one stated factor against other factors. Factors could include war, religion, chance, government, communication, science and technology or the role of an individual.		
Theme/ Focus/ Content	<p>Part one: The Normans: conquest and control Causes of Norman Conquest</p> <p>Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics;</p> <p>Establishing and maintaining control: Rebellion King William's leadership and government; William II and his inheritance.</p> <p>Part two: Life under the Normans Feudalism and government:</p>	<p>Economic and social changes and their consequences:</p> <p>Part three: The Norman Church and monasticism The Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, Church organisation and courts; Church-state relations; William II and the Church; Monasticism: the Norman reforms, including the building of abbeys and monasteries;</p>	<p>Part 4 Historical Enquiry – Battle of Hastings The following aspects of the site will be considered:</p> <ul style="list-style-type: none"> • location • function • the structure • people connected with the site e.g. the designer, originator and occupants • design • how the design reflects the culture, values, fashions of the people at the time • how important events and 	<p>Review Paper 1 American Expansion Conflict and Tension – 1894-1918 Exam Techniques and revision</p> <p>Review Paper 2 Health and the People: 1100-today</p>	<p>Review Paper 2 Health and the People: 1100-today Exam technique and personalised revision</p>		

	The Anglo-Saxon and Norman aristocracies and societies;		developments from the depth study are connected to the site.				
10 Skills Covered	<p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts. Explain and analyse historical events and periods studied using second-order historical concepts. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p>	<p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Explain and analyse historical events and periods studied using second-order historical concepts. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts. Demonstrate knowledge and understanding of the key features and characteristics of the period studied. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</p>	<p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Explain and analyse historical events and periods studied using second-order historical concepts. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Organise and communicate their historical knowledge and understanding in different ways and</p>	

						reach substantiated conclusions.	
Theme/ Focus/ Content	<p>Modern treatment of disease: the development of the pharmaceutical industry; penicillin; new diseases and treatments, antibiotic resistance; alternative treatments.</p> <p>The impact of war and technology on surgery: plastic surgery; blood transfusions</p> <p>Modern public health: National Health Service; costs, Choices and the issues of healthcare in the 21st century.</p>	<p>Part 1 Causes of WWI Long Term Causes The Alliance System Anglo – German Rivalry Short Term Causes Schlieffen Plan</p> <p>Part 2 Stalemate Military Tactics Life in the Trenches The Battle of the Somme Battle of Passchendaele</p>	<p>The Wider War Gallipoli and its failure War at Sea - Jutland U boat Campaign</p> <p>Part 3 Ending the War Changes in the Allied Forces. Consequences of the Russian Revolution Impact of USA entering the War German Surrender. Armistice</p>	<p>Part 1 Expansion: Opportunities & Challenges Geography of N.US Manifest Destiny Early Settlers – challenges faced Mormons & Brigham Young Migrant Farmers Gold Rush Life of Plain Indians Early Gvt Policy Permanent Indian Frontier</p> <p>Changing relationship with Plain Indians & Gvt Increased conflict on the Plains</p>	<p>Part 2 Conflict across American Indian wars – causes & consequences Sandcreek Massacre Fetter man Trap American Civil War – North & South Issues of Slavery Western Expansion Roles of Lincoln and Jefferson.</p> <p>Social/Economic of US C W Aftermath of US CW 13th Amendment Civil Rights Act Reconstruction of the South (1866-77)</p>	<p>Part 3 Consolidation: Forging ahead Homesteaders Gvt laws and actions Land & railroads Farming problems & solutions</p> <p>Resolution of ‘Indian problem’ 1865 Battle of Little Bighorn The Dawes Act Battle of Wounded Knee</p> <p>Closing the Frontier & impact on Indians</p>	
9 Skills Covered	<p>This thematic study will enable students to: Gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time.</p> <p>Considers the causes, scale, nature and consequences of protest to that relationship.</p> <p>Chart the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the</p>	<p>This thematic study will enable students to: Gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time.</p> <p>Considers the causes, scale, nature and consequences of protest to that relationship.</p> <p>Chart the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the</p>	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.</p> <p>It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the</p>	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.</p> <p>It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the</p>	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.</p> <p>It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the</p>	<p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.</p> <p>It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the</p>	

	<p>state responds to challenges to its authority and their impact. Allows students to construct an understanding of the rights and responsibilities of the citizen.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>state responds to challenges to its authority and their impact. Allows students to construct an understanding of the rights and responsibilities of the citizen.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>periods during which they took place Knowledge & Understanding (AO1) cause, consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Analyse, evaluate and use sources to make judgments. (AO3) Source Analysis Second order Thinking Skills continuity, change, cause, consequence, significance, similarity and difference. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	<p>periods during which they took place Knowledge & Understanding (AO1) cause, consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Analyse, evaluate and use sources to make judgments. (AO3) Source Analysis Second order Thinking Skills continuity, change, cause, consequence, significance, similarity and difference. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	<p>periods during which they took place Knowledge & Understanding (AO1) cause, consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Analyse, evaluate and use sources to make judgments. (AO3) Source Analysis Second order Thinking Skills continuity, change, cause, consequence, significance, similarity and difference. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	<p>periods during which they took place Knowledge & Understanding (AO1) cause, consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Analyse, evaluate and use sources to make judgments. (AO3) Source Analysis Second order Thinking Skills continuity, change, cause, consequence, significance, similarity and difference. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p>	
<p>Theme/ Focus/ Content</p>	<p>The Big Picture Periodisation Lesson Focus Question: When would you rather have</p>	<p>Focus Question: When do you think the most injustice was felt in Britain?</p>	<p>Part 1 Medicine stands still Medieval medicine: Supernatural, ideas of</p>	<p>Part 2 The beginnings of change The impact of the Renaissance on Britain:</p>	<p>Part three: A revolution in medicine The development of Germ Theory and its</p>	<p>A revolution in surgery: Anaesthetics, antiseptics,</p>	

	<p>lived in Britain to get full democracy?</p> <p>1) Feudal System 2) Magna Carta 3) Simon de Monfort 4) Civil War 5) Luddites/ Chartist etc. 6) Suffragettes</p>	<p>1) Harrying of the North 2) Peasants' Revolt 3) Elizabethan Poor Law 4) Poverty/ Jack the Ripper etc. 5) Miners under Thatcher</p>	<p>Hippocratic and Galenic methods and treatments the medieval doctor Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; Public health in the Middle Ages: the Black Death in Britain, beliefs about its causes, treatment and prevention</p>	<p>Challenge to medical authority in anatomy, physiology and surgery; The work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: Plague The growth of hospitals; the work of John Hunter. Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change</p>	<p>impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; Everyday medical treatments and remedies.</p>	<p>aseptic surgery. Improvements in public health: public health problems in industrial Britain; Cholera epidemics; the role of public health reformers including the 1848 and 1875 Public Health Acts.</p>	
<p>8 Skills Covered</p>	<p>A coherent understanding of these developments and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience Change and Continuity and significance</p>	<p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context Knowledge & Understanding (AO1) Cause and Consequence Analyse & Explain historical event/Periods (AO2) Enhanced Skill:</p>	<p>Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry. AO2: explain and analyse historical events and periods studied using second-</p>	<p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them AO3: analyse, evaluate and use sources (contemporary to the period) to make</p>	<p>Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p>	<p>Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them AO2: explain and analyse historical events and periods</p>	

	<p>Analyse, evaluate and use sources to make judgments (AO3) Source Analysis Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>order historical concepts AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>substantiated judgements, in the context of historical events studied. Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>studied using second-order historical concepts AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	
Theme/ Focus/ Content	<p>Focused Question: Why was there a Civil War in the 17th Century? English Civil War Causes of the English Civil War Actions of the ECW Parliament Execution of Charles I Cromwell's rule Puritan England Restoration – Charles II</p>	<p>Focused questions: Why did people believe in Witches in the 17th Century? Witchcraft craze of the 16th and 17th centuries, why people believed in witches and what happened to those that were accused. Renaissance Reformation Why did European countries want to build Empires? (x1)</p>	<p>Focused Question: Why was the slave trade abolished? Empire 19th Century British Empire - intro Slave Trade Route Middle Passage Slave Auctions Plantation Life Slaves resistance</p>	<p>Focused Question: Why did American have a Civil War? American Civil War Causes of ACW (61-65) North/South Divide Consequences of ACW Free State abolitionists Did Slavery End?</p>	<p>Focused Question: Did the Industrial Revolution improve the lives of people living in Britain? 1750-1900 Agricultural Revolution Industrial Revolution Industrial Towns – PH Working conditions Back to back housing Cholera Epidemic Protests PH Act</p>	<p>Focused Question: Did the Industrial Revolution improve the lives of people living in Britain? 1750-1900 Agricultural Revolution Industrial Revolution Industrial Towns – PH Working conditions Back to back housing Cholera Epidemic Protests PH Act</p>	
7	As part of the study the role of key individuals	Engage in historical enquiry to develop as	As part of the study the role of key individuals	AO2: explain and analyse historical	As part of the study the role of key individuals	AO2: explain and analyse historical	

<p>Skills Covered</p>	<p>and groups is considered as well as how they were affected by and influenced international relations. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience Knowledge & Understanding (AO1) Cause and Consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Source Analysis Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>independent learners and as critical and reflective thinkers Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Analyse, evaluate and use sources to make judgments (AO3) Source Analysis Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>and groups is considered as well as how they were affected by and influenced international relations. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience Knowledge & Understanding (AO1) Cause and Consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Source Analysis</p>	<p>events and periods studied using second-order historical concepts AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	<p>and groups is considered as well as how they were affected by and influenced international relations. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience Knowledge & Understanding (AO1) Cause and Consequence Analyse & Explain historical event/Periods (AO2) Change and Continuity and significance Source Analysis</p>	<p>events and periods studied using second-order historical concepts AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Enhanced Skill: Explaining the past using a range of primary and secondary evidence and evaluating the usefulness of the sources for a particular enquiry.</p>	
<p>Theme/ Focus/ Content</p>	<p>Focused question: What is History? History Skills Body in the Bog OR Mark Pullen Investigation Chronology How do we use evidence?</p>	<p>Focused Question How did the Normans keep control? Defence and Religion Building of Castles Feudal System & its importance Medieval policing Doomsday book</p>	<p>Focused Question: How much did life change during the Medieval period? Medieval Life What was it like to be a peasant? Why were towns so dirty?</p>	<p>Focused Question: To rule or not to rule very well? Medieval Kings King John & Magna Carta Education in Medieval England</p>	<p>Focused Question: What was the impact of the Reformation? Catholics & Protestants Henry VIII Dissolution of the monasteries</p>	<p>Focused Question: How dangerous were the threats to Tudor Monarchs? Tudors Bloody Mary Edward Elizabeth I</p>	

	<p>Toilet Investigation Progression/regression over time</p> <p>Focused Question 'How did William the Conqueror become king?'</p> <p>Edward the Confessor Claimants to the Throne</p> <p>Norman Invasion Battle of Hastings Soldiers and Tactics</p>	<p>Church and maintaining control</p>	<p>How did the Black Death change medieval England?</p> <p>Why was PH so bad?</p> <p>How did medieval people cure illness?</p>	<p>Law in Medieval Britain? Peasants Revolt Richard III</p> <p>Wars of the Roses Problems Henry V11 faced</p>		<p>Religion - Protestantism</p> <p>Politics - parliament</p> <p>Social – Portrait, theatre Shakespeare.</p> <p>Cultural – Poor Laws Trade and Exploitation</p> <p>- Drake</p> <p>Rivalries – Spain & Armada</p>	
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