

# Department Curriculum Map 2023-2024



Department

History

## Statement of Curriculum Intent:

The history curriculum aims to inspire students to become well rounded and passionate historians who think critically about the world they inhabit. To effectively interact with the modern world an understanding of student's own history, and that of those around them is essential. In their study of history, they will consider a range of perspectives and develop the ability to make balanced arguments and well sustained judgements. They will develop an understanding of how our history forms our sense of identity and place in the world, and through studying a range of periods and peoples will become more empathetic and open minded. Through a knowledge rich curriculum students will gain an in depth understanding of a range of events and issues throughout history and build their historical literacy and conceptual understanding. This will ensure students can positively encounter and understand the dynamics of the modern world. Students will learn to ask thoughtful questions and develop independent, analytical thinking and a passion for learning, ensuring they complete their history education as thoughtful, academics. Throughout KS3 there are many opportunities to build a foundation of knowledge to help embed knowledge and prepare them for their continued study at GCSE.

## Skills required in Year 11

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Year 11</b>					
<b>Theme/ Focus/ Content</b>	<p style="text-align: center;"><b>Part 2</b></p> <p style="text-align: center;"><b><u>Bust –Depression &amp; New Deal</u></b></p> <p><b>American society during the Depression:</b> Unemployment Farmers Businessmen Hoover’s responses and unpopularity Roosevelt’s election as president. <b>The effectiveness of the New Deal on different groups in society</b> successes and limitations including opposition towards the New Deal from Supreme Court Republicans and Radical politicians Roosevelt’s contribution as president popular culture. <b>The impact of the Second World War:</b> America’s economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women. Movement; Civil Rights Acts of 1964 and 1968.</p>	<p style="text-align: center;"><b>Part 3:</b></p> <p style="text-align: center;"><b><u>Post-war America</u></b></p> <p><b>Post-war American society and economy:</b> the American Dream; McCarthyism; popular culture television. <b>Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s:</b> Segregation laws Martin Luther King and peaceful protests; Malcolm X and the Black Power <b>America and the ‘Great Society’:</b> The social policies of Presidents Kennedy &amp; Johnson The development and impact of feminist movements in the 1960s and early 1970s The National Organisation for Women Roe v Wade (1973) Supreme Court ruling on equal rights (1972) opposition to Equal Rights Amendment.</p>	<p style="text-align: center;"><b>Part 1:</b></p> <p style="text-align: center;"><b><u>The Normans: Conquest and Control</u></b></p> <p>Succession crisis Claimants to the Throne Preparing for Battle Fulford Gate Stamford Bridge Norman Invasion Battle of Hastings Further Rebellion Harrying of the North Hereward the Wake The Norman dynasty. Williams coronation and success William establishing control Castles Early revolts 1067-68</p> <p style="text-align: center;"><b>Part 4</b></p> <p style="text-align: center;"><b><u>Historical Enquiry</u></b></p> <p style="text-align: center;"><b><u>Wales and the Norman Conquest, c1066—c1100</u></b></p>	<p style="text-align: center;"><b>Part 2:</b></p> <p style="text-align: center;"><b><u>Life under the Normans</u></b></p> <p>Feudal system Military service Changes to National and local government The legal system Trials and punishment The Domesday Book Life in villages Life in Towns</p> <p style="text-align: center;"><b>Part 3:</b></p> <p style="text-align: center;"><b><u>The Norman Church and monasticism</u></b></p> <p>The Anglo Saxon Church Lanfranc and church reform Church buildings William II and the church Relation with the papacy Monastic reform New monastic order Monastic life Learning and language Education</p>	<b>Revision</b>	

<p><b>Skills Covered</b></p>	<p><b>Question 5</b> tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). The question will ask students to explain how a group or development was affected by a key event or development. <b>Question 6</b> 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><b>The first question</b> tests AO4. It requires the evaluation of one visual or written interpretation drawing upon contextual knowledge of a key event, development, group or individual for Part one, two or three of specified content. <b>The second question</b> will test AO1 and AO2. It will require knowledge, understanding and analysis of historical events, issues or developments and draws on second order concepts of causation, change, continuity and/or consequence. <b>The third question</b> tests AO1 and AO2. It is a narrative account, which tests knowledge, understanding and analysis of the second order concepts of cause, change, continuity and/or consequence. <b>The final question</b> tests AO1 and AO2 and is based upon knowledge, understanding and analysis of the historic environment and in particular its relationship with wider events/developments. It will be an essay question requiring a judgement and will draw on second order concepts of change, continuity, cause and/or consequence.</p>		<p><b>The historic environment is embedded within the depth studies.</b> This approach promotes coherent 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 AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</p>		
<p><b>Links to KS3</b></p>	<p>Yr. 8 Civil Rights Movement</p>	<p>Year 9 – cultural differences during Cold War</p>	<p>Norman Conquest – Yr. 7</p>	<p>Medieval Life – Yr. 7</p>		
<p><b>Year 10</b></p>						
<p><b>Theme/ Focus/ Content</b></p>	<p><b>Part 1</b> <b><u>Medicine stands still</u></b> Hippocratic, Galenic Medieval doctor Christianity hospitals Islamic medicine &amp; surgery; Public health The Black Death in Britain, <b>Part 2</b> <b><u>The beginnings of change</u></b></p>	<p><b>Part three:</b> <b><u>A revolution in medicine</u></b> <b>The development of Germ Theory</b> Pasteur &amp; vaccination importance of Koch Ehrlich &amp; magic bullets Everyday medical treatments &amp; remedies. <b>A revolution in surgery:</b></p>	<p><b>Part 4</b> <b><u>Modern treatment of disease:</u></b> Penicillin Antibiotic resistance; Alternative treatments <b>The impact of war and technology on surgery:</b> Plastic surgery Blood transfusions. Modern public health: NHS &amp; costs</p>	<p><b>Part 1</b> <b><u>Causes of WWI</u></b> Long Term Causes The Alliance System Anglo – German Rivalry Short Term Causes Schlieffen Plan <b>Part 2</b> <b><u>Stalemate</u></b> Military Tactics Life in the Trenches The Battle of the Somme</p>	<p>The Wider War Gallipoli and its failure War at Sea - Jutland U boat Campaign  <b>Part 3</b> <b><u>Ending the War</u></b> Changes in the Allied Forces. Consequences of the Russian Revolution Impact of USA entering the War German Surrender.</p>	<p><b>Part 1</b> <b><u>American people &amp; the 'Boom'</u></b> The 'Boom' Economic Developments Social and cultural developments: Entertainment The position of women in society, <b>Divided society</b> Organised crime Prohibition</p>

	Vesalius, Pare & Harvey Opposition. Plague John Hunter. Inoculation Jenner, vaccination	Pain, Blood & Infection. <b>Improvements in public Health:</b> problems in industrial Britain Cholera epidemics PH Acts 1848 & 1875	Choices and the issues of healthcare in the 21st century.	Battle of Passchendaele	Armistice	The causes of racial tension, The experiences of immigrants The impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.
<b>10 Skills Covered</b>	<p><b>Question 1</b> tests the utility of a source (AO3). The source will either be visual e.g. cartoons, or written e.g. diary extracts.</p> <p><b>Question 2</b> 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.</p> <p><b>Question 3</b> 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.</p> <p><b>Question 4</b> tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and developments 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. This will be an essay question requiring a judgement.</p>			<p><b>The first and second questions</b> test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and two sources for the second. Different types of sources will be used, including visual and written sources.</p> <p><b>The third question</b> 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.</p> <p><b>The fourth question</b> 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><b>Questions 1, 2, and 3</b> test AO4. They are based on two written interpretations of around 50–100 words with an accompanying ascription. They test, in turn, how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events</p> <p><b>Question 4</b> requires a description of two key features or characteristics of the period studied and targets AO1 knowledge and understanding.</p>
<b>KS3 link</b>	Black Death & medieval life -Yr. 7 Power of the Church	Industrial Revolution – Cholera (Yr. 8)		WWI – Commonwealth Soldiers Yr. 9 - medicine		Yr. 8 – Slavery & Empire Yr. 9 Cultural differences of the Cold War
<b>Key Stage 3</b>						
<b>Skills Covered at KS3</b>	<ul style="list-style-type: none"> <li>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 and to develop and extend their <b>knowledge and understanding</b> of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience - <b>AO1:</b> Change and Continuity and significance and <b>AO3:</b> Analyse, evaluate and use sources to make judgments</li> <li>Engage in <b>historical enquiry</b> to develop as independent learners and as critical and reflective thinkers Develop the ability <u>to ask relevant questions</u> about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context – <b>AO1:</b> Knowledge &amp; Understanding, Cause and Consequence and <b>AO2:</b> Analyse &amp; Explain historical event/Periods</li> <li>Develop and extend their <b>knowledge and understanding</b> of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience - <b>AO2:</b> explain and analyse historical events and periods studied using second-order historical concepts and <b>AO4:</b> analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>					

	<ul style="list-style-type: none"> <li>Develop the ability <b>to ask relevant questions</b> about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context - <b>AO4</b>: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</li> <li>Develop an <b>awareness of why people</b>, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them - <b>AO3</b>: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied -</li> <li>Develop an awareness <b>of why people, events and developments have been accorded historical significance</b> and how and why different interpretations have been constructed about them - <b>AO1</b>: demonstrate knowledge and understanding of the key features and characteristics of the period studied and <b>AO2</b>: explain and analyse historical events and periods studied using second-order historical concepts. and <b>AO4</b>: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Year 9</b>					
<b>Theme/ Focus/ Content</b>	<u><b>Depth Study</b></u> <b>Inquiry Question: Why was there a World War?</b> Boar War Pre-1914 Britain Pre-1914 Germany Empire Builders Protesting across Europe The Beginning of WWI	<u><b>Depth Study</b></u> <b>Inquiry Question: How was WWI fought and Won?</b> Pre-War Military Tactics Trench warfare Leadership - working together Leadership failures Science and Technology	<u><b>Wider World Study:</b></u> <b>Inquiry Question: Did WWI lead to WWII?</b> Protest and Revolution Political Instability across Europe Dictatorship A who's who of European Dictators? The World Economy Nazi Germany Appeasement	<u><b>Wider World Study:</b></u> <b>Inquiry Question: Was the Holocaust the biggest Genocide of 20<sup>th</sup> Century?</b> Jewish History Life for European Jews 1900s Nazi laws Holocaust 20 <sup>th</sup> Century Genocides Historical significance	<u><b>Period Study:</b></u> <b>Inquiry Question: War – what is it good for?</b> Blitzkrieg Dunkirk (local study) Spies and espionage War in the air Pearl Harbour Atomic Bomb End of WWII What happens next for Europe?	<u><b>Wider World Study:</b></u> <b>Inquiry Question: Was political ideologies or social change that caused cultural differences during the Cold War?</b> East West Divide North South Divide Fear of Communism Riots and Assassinations 1970s 1980s 21 <sup>st</sup> Century
	<b>Year 8</b>					
<b>Theme/ Focus/ Content</b>	<u><b>Period Study:</b></u> <b>Inquiry Question: What was Elizabeth I's legacy for England and the Wider world?</b> Elizabethan Adventurers Elizabeth Culture A new Theatre Renaissance England Black Tudors	<u><b>Wider World Study:</b></u> <b>Inquiry Question: Why did Britain gain and lose an Empire?</b> What is an Empire? The British Empire Colony or no colony!! Australia Australia- A convict colony Australia's indigenous people	<u><b>Wider World Study:</b></u> <b>Inquiry Question: What impact did the sugar Trade have on People's lives 350AD to present day?</b> Sugar and the Islamic World The spread of sweetness Triangular Trade Route The Human Cost Abolition of slavery	<u><b>Local Study:</b></u> <b>Inquiry Question: How did the Windrush impact local history in Thurrock as well as the wide country?</b> Britain in the 1950s Windrush Impact of Windrush on British culture and Society Windrush Scandal	<u><b>Period Study:</b></u> <b>Inquiry Question: Did the Industrial Revolution improve the lives of people in Britain?</b> A time of Change Agricultural Vs Industrial Revolution Public Health Crime & Punishment Black Britons Protest & Decent Peterloo Massacre Luddites Vs Swingers Chartists	

		India before Britain India under British rule British Raj India leaves the British Empire	The Sweet Century The Sugar Crisis		Suffrages	
<b>Year 7</b>						
<b>Theme/ Focus/ Content</b>	<u><b>Thematic Study:</b></u> <u><b>Inquiry Question:</b></u> <b>What is History?</b> Baseline Test Chronology & Time Periods Toilet Investigation – Prehistory Toilet Investigation 1066-1750 Toilet Investigation - 1750-today  <u><b>Inquiry Question</b></u> <b>How has Britain been affected by conquest, settlement and migration?</b>  Edward the Confessor Claimants to the Throne	<u><b>Depth Study:</b></u> <u><b>Inquiry Question:</b></u> <b>How did the Normans establish control ?</b>  Battle of Fulford, Stamford Bridge & Hastings  <u><b>Inquiry Question:</b></u> <b>How did the Normans establish control ?</b>  Battle of Fulford, Stamford Bridge & Hastings  Building of Castles Feudal System & its importance Domesday book Church and maintaining control	<u><b>Wider World Study:</b></u> <u><b>Inquiry Question:</b></u> <b>How did Religion impact Medieval Britain?</b> Introduction to Medieval religion Power of the Catholic Church Holy War Islamic civilisations Christianity Vs Islam	<u><b>Period Study</b></u> <u><b>Inquiry Question:</b></u> <b>How did Monarchy impact Medieval Britain?</b> Eleanor Vs Isabella King John I Henry II Richard III – The Killer King? Henry VII	<u><b>Period Study:</b></u> <u><b>Inquiry Question:</b></u> <b>Why was there a ‘rebirth’ in British Society?</b> War of the Roses Henry VIII Reformation English Reformation Edward VI Mary I Elizabeth I The Exploration of the World	<u><b>Depth Question:</b></u> <u><b>Inquiry Question:</b></u> <b>How does a country fight itself?</b>  James I Charles I English Civil War Cromwell Charles II