

HISTORY KEY STAGE 3 CURRICULUM MAP

By the end of Key Stage 3, students should:

Know	<i>Students to gain historical perspective by placing their growing knowledge into different contexts, including the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. They will look at a mixture of depth and breadth studies. They should be able to identify significant events, draw contrasts and analyse trends within periods and long arcs of time. Core knowledge is enriched by hinterland knowledge that adds context and meaning to the topics covered. Students should be able to use historical terms and concepts in increasingly sophisticated ways. Amongst others, pupils will develop an understanding of the following abstract terms: revolution; government; empire; parliament; power; religion</i>
Do	<i>Students pursue historically valid enquiries. Students to understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. They make inferences from a range of sources to learn about the past. Students show their understanding through their capacity to explain. Students develop an understanding of historical second order concepts: Continuity and change; Cause and consequence; Similarity and difference; Significance. Students create relevant, structured and evidentially supported accounts in response to enquiry questions. Students can articulate analytical arguments and historical narratives, through a variety of mediums, including verbal and written responses.</i>
Appreciate	<i>Students to know and understand the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies and achievements and failures of mankind. Students to begin to use evidence critically, understanding that historians are supposed to be objective, but that it is important to always question the integrity of historical accounts. Students should be exposed to “bad history”, and also examples of when the past has been distorted. Students will access a curriculum that is diverse, representative and inclusive.</i>

Curriculum coverage

	Topic	Sub topic	Coverage
Year 7	What can the Franks Casket tell us about Britain in 700AD?	<i>What can archaeological finds tell us about Roman Britain?</i>	<i>How did the Roman Empire become so powerful?</i>
			<i>What can archaeological finds tell us about the diversity of the Roman Empire?</i>
			<i>What can Lincoln tell us about the Roman Empire?</i>
		<i>Why would historians challenge the idea of the Early Medieval Era being a “Dark Age”?</i>	<i>What happened following the withdrawal of Roman troops from Britain?</i>
			<i>How can Art History enrich our understanding of the Anglo-Saxons?</i>
			<i>How were the Anglo-Saxons converted to Christianity?</i>
	How similar was the Medieval England to the rest of the world?	<i>How powerful were Medieval monarchs?</i>	<i>How did foreign influence help to unify England?</i>
			<i>How did a Norman become King of England?</i>
			<i>How much power did the women of the Plantagenet Dynasty wield?</i>
		<i>How connected was England to the rest of the World in the late Medieval period?</i>	<i>How far did the Crusades change Medieval Europe?</i>
			<i>How did the Mongols create a world Empire?</i>
			<i>What does the life on Mansa Musa reveal about Medieval Mali?</i>
<i>How far did the Black Death change the medieval world?</i>			

Year 8	How turbulent was the Early Modern Era?	How far did the Tudor dynasty shape England?	What was Martin Luther trying to achieve?	
			How significant was Anne Boleyn to the Reformation?	
			In what ways did the Reformation matter to ordinary people?	
			How good were the Tudors as propagandists?	
		To what extent were 18 th century revolutions caused by enlightenment ideas?	Why was the “World turned upside down” during the English Civil War?	
			What was the Enlightenment?	
			Was the French Revolution caused by mob violence or enlightenment ideas?	
		What was the impact of British industrialisation on the world?	Was the industrial revolution “disastrous and terrible”?	How far did working conditions improve over the 19 th century?
			How far were cities impacted by outbreaks of disease?	
			Did education improve in the industrial era?	
	How did industrialisation enable the British Empire to grow?		How successful were the efforts to abolish slavery in the 19 th century?	
Year 9	To what extent did the 20 th Century create an opportunity to push for Social and Political change?	How did different groups of society fight for increased rights at the beginning of the 20 th century?	How did the geo-political atmosphere in Europe shape the 20th century?	
			How effective were the liberal reforms in 1906?	
			What was the most important factor in helping women gain the vote in the 20 th Century?	
		How did conflict shape the 20 th century world?	Why was the 20 th Century a prime environment for the rise of dictatorship?	
			How was the Holocaust allowed to happen?	
	How has conflict and peace in the 20 th century shaped the world we live in?	How did World War Two act as a catalyst for further social reform?	What was the impact of the ‘five giants’ in the creation of the Welfare State?	
				What does the ‘Windrush Generation’ teach us about Racism in Britain?
				What was the significance of Second Wave Feminism on the Twentieth and Twenty First Century Western World
			What ramifications do 20 th century conflicts have on present day?	What impact does the Cold War have on conflict and tension in present day?
			Why have Arabs and Israelis been at war for more than 100 years?	

Wider Key Stage 3 History Curriculum

Competitions – Students will be set termly History competitions with a different style of competition each term. They will have the opportunity to work towards the HA Young Historian Awards
Trips -
Homework expectations – Students will be set a variety of different homework tasks – weekly knowledge quizzes, retrieval cards and developmental tasks to develop their independence

HISTORY KEY STAGE 4 CURRICULUM MAP

By the end of Key Stage 4, students should:

Know	<i>Students to develop and extend their knowledge and understanding of key events, periods and societies in local, British and wider world history. Core knowledge is enriched by hinterland knowledge that adds context and meaning to the topics covered. Students will conduct a period study, two depth studies and a thematic study covering about 1000 years. This thematic study will consider the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to key features and characteristics of the periods during which they took place. This will draw on wider world developments that impacted on the core themes. Students to demonstrate knowledge and understanding of key features and characteristics of the periods studied. Students to continue to strengthen their understanding of key substantive concepts and terms, encountering them in new contexts, building on knowledge of Key Stage 3. These include: Invasion; revolution; totalitarianism; conflict; migration; democracy; empire.</i>
Do	<i>Students continue to pursue valid historical enquiries. They increasingly use historical scholarship to consider how interpretations of the past have been formed and why alternative conclusions may have been drawn. Students use specific evidence to consider the extent to which interpretations are convincing and consider the different ways sources are useful to historians. Students to continue to develop an understanding of historical second order concepts: Continuity and change; Cause and consequence; Similarity and difference; Significance. Students to articulate their knowledge and understanding through verbal and written responses. Students increasingly use historical scholarship to gain insights into how historians construct arguments.</i>
Appreciate	<i>Students to develop their knowledge and understanding of the wide diversity of human experience. Pupils will access a curriculum that is diverse, representative and inclusive.</i>

AQA Curriculum coverage

	Topic	Sub topic	Coverage
Year 10	AB Germany, 1890-1945: Democracy and dictatorship	<i>The Growth of Democracy, 1890-1929</i>	<i>The Kaiser and the difficulties of leading Germany</i>
			<i>The impact of World War I and the establishment of the Weimar Republic</i>
			<i>A Golden Age?</i>
		<i>Germany and the Depression, 1929-1934</i>	<i>The Rise of the Nazi Party</i>
			<i>The Failure of Weimar Democracy</i>
			<i>From chancellor to dictator</i>
		<i>The experiences of Germans under the Nazis, 1933-1945</i>	<i>To what extent was the “Nazi economic miracle” a propaganda myth?</i>
			<i>What was life like in Nazi Germany?</i>
			<i>To what extent were the Nazi attempts to control the German population successful?</i>
	BA Norman England, c1066-c1100	<i>The Norman Conquest and Control</i>	<i>Why was there a succession crisis in 1066?</i>
			<i>Why did William win the Battle of Hastings?</i>
			<i>How did William establish control?</i>
		<i>Life under the Normans</i>	<i>How did the Normans maintain control?</i>
			<i>What economic and social consequences were there of the Norman Conquest?</i>
		<i>The Norman Church</i>	<i>How did the Norman Conquest effect the English Church?</i>
<i>How important were the monastic reforms of the Normans?</i>			
	<i>The Historical Environment</i>		

Year 11	AB Britain: Power and the People, c. 1170-present day	<i>Challenging Authority and Feudalism</i>	<i>Constraints on Kingship (the Magna Carta)</i>
			<i>The origins of Parliament (Simon de Montfort)</i>
			<i>Medieval Revolt and Royal Authority (The Peasants' Revolt)</i>
		<i>Challenging Royal Authority</i>	<i>Was Henry VIII's reign seriously threatened by the Pilgrimage of Grace?</i>
			<i>Why did people say the world had turned upside down 1640-1660?</i>
			<i>Was the American Revolution a good thing for Britain?</i>
		<i>Reform and Reformers</i>	<i>Why was there an increase in people fighting for electoral reform in the 19th century?</i>
			<i>Why were some campaigning groups more successful than others in the 19th century?</i>
			<i>How did trade unions develop in the 19th century?</i>
	<i>Equality and Rights</i>	<i>Had equal rights between men and women been achieved by the 20th century?</i>	
		<i>Had trade unions lost their power by the 20th century?</i>	
		<i>Minority rights in the 20th century.</i>	
	BD Conflict and Tension in Asia, 1950-1975	<i>Conflict in Korea</i>	<i>How did the Korean War become an international conflict?</i>
			<i>What were the consequences of the Korean War?</i>
		<i>The escalation of conflict in Vietnam</i>	<i>Why did US involvement in Vietnam escalate?</i>
<i>How did the Viet Cong and Americans fight?</i>			
<i>Why was the Tet Offensive a turning point in the Vietnam War?</i>			
<i>The ending of conflict in Vietnam</i>		<i>Why were there growing demands for peace?</i>	
		<i>Why did Nixon introduce Vietnamization?</i>	
		<i>How did media coverage change over time?</i>	
	<i>How did the USA withdraw from Vietnam?</i>		

Wider Key Stage 4 History Curriculum

Competitions - Students will be set termly History competitions with a different style of competition each term. They will have the opportunity to work towards the HA Young Historian Awards

Trips -

Homework expectations – Students will be set homework that will allow them to become increasingly self regulating – this will include a continuation of the weekly quizzes from KS3 but will also build in set revision work each week after the completion of the Germany topic and self-regulated revision notes.

HISTORY KEY STAGE 5 CURRICULUM MAP

By the end of Key Stage 5, students should:

Know	<i>Students to build on their understanding of the past through experiencing a broad and balanced course of study Students will cover a breadth and depth study and a period of at least 100 years for their NEA. Students to develop their use and understanding of historical terms and concepts building on their knowledge at Key Stage 3 and Key Stage 4.</i>
Do	<i>Students to understand historiography. Students to have explicit understanding of how historians specialise in certain fields of study, and the impact this could have on their choice of source material, methodology and use of evidence. Pupils to have a more explicit understanding of historical second order concepts.</i>
Appreciate	<i>Students to develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance. Students to acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity.</i>

AQA Curriculum coverage

	Topic	Sub topic	Coverage
Year 12	Germany: Democracy and Nazism 1918-1945	<i>The Establishment and Early Years of Weimar, 1918- 1924</i>	<i>How strong were the roots of democracy in Germany before World War I?</i>
			<i>Was the Weimar Republic doomed from its very beginnings?</i>
			<i>How great a burden was the Treaty of Versailles?</i>
			<i>What were the economic and social problems facing Germany in the years 1919-1924?</i>
			<i>In what state was the Republic by 1924?</i>
		<i>The "Golden Age" of the Weimar Republic</i>	<i>To what extent did Germany's economy recover during the Golden Years?</i>
			<i>To what extent had German society experienced far-reaching change?</i>
			<i>To what extent was there political stability by 1928?</i>
			<i>How far did Stresemann's foreign policy strengthen the Weimar Regime?</i>
		<i>The Collapse of Democracy</i>	<i>How significant was the Depression to the survival of the Weimar Republic?</i>
			<i>Why were the Nazis better able to capitalise on the Depression than the Communist Party?</i>
			<i>Why was Hitler appointed Chancellor in January, 1933?</i>
	Tudor England 1485-1603	<i>Henry VII</i>	<i>Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty</i>
			<i>Government: councils, parliament, justice, royal finance, domestic policies</i>
			<i>Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</i>
			<i>Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</i>
			<i>Economic development: trade, exploration, prosperity and depression</i>
			<i>Religion; humanism; arts and learning</i>
		<i>Henry VIII</i>	<i>Henry VIII: character and aims; addressing Henry VII's legacy</i>
			<i>Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</i>
			<i>Relationships with Scotland and other foreign powers; securing the succession</i>
<i>Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</i>			
<i>Economic development: trade, exploration, prosperity and depression</i>			
<i>Religion: renaissance ideas; reform of the Church; continuity and change by 1547</i>			
NEA – Civil Rights in the USA 1865-c.1965	<i>How far did factors influence and advance the development of civil rights in the USA between 1865 and 1965?</i>	<i>How did settlement and segregation contribute to advancement of civil rights in the USA?</i>	
		<i>How far did the US government contribute to the advancement of civil rights in the USA?</i>	
		<i>How far did African American leaders contribute to the advancement of civil rights in the USA?</i>	
		<i>How far did opposition to civil rights hinder the advancement of civil rights in the USA?</i>	
		<i>How important were different organisations in the advancement of civil rights in the USA?</i>	

Year 13	Germany: Democracy and Nazism 1918-1945	<i>The Nazi Dictatorship</i>	<i>How did Hitler establish a dictatorship?</i>
			<i>How successful were the Nazis in establishing a totalitarian state?</i>
			<i>To what extent was the “Nazi economic miracle between 1933 and 1939 merely a propaganda myth?</i>
			<i>Did the Nazis succeed in creating a Volksgemeinschaft?</i>
		<i>The Racial State</i>	<i>To what extent was Volksgemeinschaft about exclusion rather than inclusion?</i>
			<i>What was the focus of anti-Semitic policies up to 1937?</i>
			<i>How did Nazi anti-Semitic policies develop between 1938-1939?</i>
			<i>How did the early years of the war impact on the development of anti-Semitic policies?</i>
		<i>The Impact of War</i>	<i>To what extent was the morale of the German population maintained throughout the Second World War?</i>
			<i>How important was the appointment of Speer as Armaments Minister in February, 1942?</i>
			<i>How did the Nazis enact the “Final Solution”?</i>
			<i>To what extent did the Nazi regime succeed in keeping the loyalty of the German people throughout World War II?</i>
	Tudor England 1485-1603	<i>Instability and consolidation: 'the Mid-Tudor Crisis',</i>	<i>Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers</i>
			<i>The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</i>
			<i>Mary I and her ministers; royal authority; problems of succession; relations with foreign powers</i>
			<i>The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</i>
			<i>Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers</i>
			<i>The impact of economic, social and religious developments in the early years of Elizabeth's rule</i>
		<i>The triumph of Elizabeth</i>	<i>Elizabethan government: court, ministers and parliament; factional rivalries</i>
			<i>Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</i>
			<i>Society: continuity and change; problems in the regions; social discontent and rebellions</i>
			<i>Economic development: trade, exploration and colonisation; prosperity and depression</i>
			<i>Religious developments, change and continuity; the English renaissance and ‘the Golden Age’ of art, literature and music</i>
			<i>The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</i>
	NEA – Civil Rights in the USA 1865-c.1965	NEA	<i>Question decision and approval – 20th October</i>
			<i>Historian Analysis and Evaluation – Christmas Holiday</i>
			<i>Full 1st Draft - February Half Term</i>
<i>Final Submission – Easter Holiday</i>			

Wider Key Stage 5 History Curriculum

Trips
Homework expectations - Students will be set independent work that will encourage them to use their study periods wisely and practice the new skills that they need for A level. This may include practice essays or exam questions, reading with research notes, consolidation and organisation of notes. These will be set individually by the teachers of each topic area.