

History Curriculum Map



Year 7

Rationale and Links to The National Curriculum

The purpose of the curriculum is to help students to develop a strong understanding of Britain's past as a coherent, chronological narrative, from the earliest times to the present day. It has been developed to allow pupils to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. In Year 7 this will focus on the birth of England and the subsequent development of Church, state and society in the Medieval and Early Modern periods. The theme of the year is the shifting balance of power between monarch, Church, Parliament and the people, which continues in their Year 8 studies, linking the two together.

The curriculum has also been planned to enable students to develop the skills of historical study and an understanding of the key concepts such as continuity and change, cause and consequence, similarity, difference and significance. There is a clear focus on disciplinary skills in order to allow students to pursue historically valid enquiries and create relevant, structured and evidentially supported interpretations in response. They will learn how to use different types of historical sources to enable them to make their own historical interpretations and agree / disagree with interpretations created by others.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none"> The Rise and Fall of the Roman Empire in Britain. The Anglo-Saxons and the birth of England. 	<ul style="list-style-type: none"> The Anglo-Saxons and the birth of England. The Norman Invasion of England, 1066CE-1088CE 	<ul style="list-style-type: none"> Church, State and Society in Medieval England – 1088CE to 1485CE 	<ul style="list-style-type: none"> Changing beliefs in Tudor England – 1485CE to 1558CE 	<ul style="list-style-type: none"> Elizabethan Age, 1558CE-1603CE 	<ul style="list-style-type: none"> Crown and Parliament in Stuart England – 1603CE TO 1707CE
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> The reasons why people study history. How to determine the century of an event. The difference between primary and secondary sources. 	<ul style="list-style-type: none"> Examples of change and continuity between the Roman and Anglo-Saxon period. Attempts to create a united England, including King Alfred, Athelstan and the Danelaw 	<ul style="list-style-type: none"> The power of the Medieval Church & the purpose / message of doom paintings. Henry II's ambition to control the Church. The murder of Beckett. 	<ul style="list-style-type: none"> Students should understand the idea of claim to the throne through blood and the weakness of Henry's claim. An understanding of the issues that Henry VII faced and what he did to 	<ul style="list-style-type: none"> Key moments, an overview, of the life of Elizabeth I. Key features of Elizabeth's middle way and a judgement on its successes and weaknesses. The causes of the Spanish Armada 	<ul style="list-style-type: none"> The reign of James I. The causes and outcomes of the Gunpowder Plot. The rise in witch hunts and a local study on the Pendle Witches. Causes of the English Civil War.

	<ul style="list-style-type: none"> • The key concepts of cause, consequence, significance, change, continuity, similarity and difference. • An understanding of chronology and chronological order. • An understanding of how historians use sources to make inferences. • An understanding on how there can be different interpretations of the past. • Which modern day countries covered by the Roman Empire. • The tactics and weaponry of the Roman Army. • Examples of why the Roman Army was successful (tactics / recruitment / discipline) • Causes of the Empire's invasions of Britain. 	<ul style="list-style-type: none"> • Background to the succession crisis in 1066. • Edward the Confessor and his personality. • Details of the four contenders (Harold, Harald, William and Edgar) and their claims to the throne. • Limitations to each of the claims to the throne. • The outcome of the succession crisis for Edgar. • Reasons for Hardrada's loss at the Battle of Stamford Bridge. • The chronology of the Battle of Hastings and the reasons for William's victory. • Knowledge of William's key methods of control and how they worked, Feudal System, Castles, Domesday Book and Harrying of the North. 	<ul style="list-style-type: none"> • King John's personality and key errors, the rising of the barons and details of the Magna Carta. Link to the development of Parliament under Simon de Montfort. • The Medieval relationship of England and Wales, Edward's conquest and changes in castle design. • Definitions and understanding of the Black Death and its spread and consequences for the people of England, good and bad, and the rise of peasant rights / end of Feudalism. • The backlash from the king / nobility and the causes of the Peasants Revolt. The attack on London and the death of Wat Tyler. • The causes and key events of the Wars of the Roses, the 	<p>solve those problems and establish a new dynasty.</p> <ul style="list-style-type: none"> • The challenge of Henry VIII to the Catholic Church and his split from Rome. • A comparison of the different motivations for the reformation in Europe and in England. • The beliefs of Martin Luther and Henry VIII. • An understanding of what a monastery is and what the lives of monks / nuns were like. • The secular and religious causes of Henry's dissolution of the monasteries. • The differences of in belief and custom of Catholics and Protestants. • Edward VI's beliefs and upbringings as a Protestant. 	<p>and a chronology of key events.</p> <ul style="list-style-type: none"> • Causes of the failures of the Armada. • Britain's growing role in the world and the role of Francis Drake in expansion. • Assessing whether Elizabeth's reign was truly a 'Golden Age' 	<ul style="list-style-type: none"> • Key battles and the outcome of the English Civil War. • The consequences of the English Civil War and the execution of the king. • The key changes of the Interregnum. • The key changes of the Restoration. • The causes and outcome of the Glorious Revolution.
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	<ul style="list-style-type: none"> • Reasons why the initial invasions failed. • Ways the Romans controlled Britain, including Roman road, client Kings and the Roman Army. • The reasons why Boudicca's rebellion failed • Key features of life in Iron Age Britain. • Examples of 'what the Romans have done for us' (e.g. baths, roads, language, sanitation, medicine, public order & architecture) • An understanding of the pressures on Roman Britain by 410CE from the Picts and Angles. • The causes of the end of Roman Britain. • Knowledge of who the Anglo-Saxons were and where they came from. • Understanding of the concepts of 		<p>relationship of Richard III and Edward IV.</p> <ul style="list-style-type: none"> • The end of the Medieval period and Richard III's usurpation of power (did he do it) and the rise of Henry Tudor. 	<ul style="list-style-type: none"> • The changes that Edward made to the Church. • Edward's death and Mary's beliefs and background. • Mary's reputation and nickname. • Arguments for and against the use of that nickname. 		
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of all students)	• End of topic assessment.	• End of topic assessment.	• End of topic assessment.	• End of topic assessment.	• End of topic assessment.	• End of topic assessment.
Reading, Writing and Vocabulary	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: CAUSE CONSEQUENCE CONTINUITY PRIMARY / SECONDARY SOURCE INFER INTERPRETATION CHRONOLOGICAL EMPIRE INVADE CIVILIZATION BARBARIAN ANGLO-SAXON REBELLION TAXES SANITATION AQUEDUCT CIVIL WAR 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: VIKING DANELAW CONQUEST CONTINUITY HEIR FEIGNED CAVALRY FEUDALISM HARRYING DOMESDAY 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: ANARCHY ARCHBISHOP CRUSADE MAGNA CARTA PARLIAMENT MARCHES RESISTANCE EPIDEMIC PLAGUE ECONOMIC REVOLT CIVIL WAR MOTIVE 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: THRONE HEIR CATHOLIC PROTESTANT REFORMATION MONASTERY MONK HERESEY 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: ARMADA MIDDLE WAY EXPLORATION NEW WORLD GOLDEN AGE 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: HEIR DIVINE RIGHT PLOTTER CONSPIRATOR PROTESTANT CATHOLIC DETESTABLE COVEN CIVIL WAR ARTILLERY CAVALRY PURITAN REVOLUTION

Numeracy	<ul style="list-style-type: none"> • Accurately working out the century of an event. • Timelines and Chronology. • Examine military strength and casualty figures. 	<ul style="list-style-type: none"> • Looking at BC (BCE) and AD (CE) dates. • 	<ul style="list-style-type: none"> • Interpreting graphs highlighting the changing balance of power. • Analyse population decline during the Black Death. • Interpreting graphs highlighting the changing balance of power. 	<ul style="list-style-type: none"> • Interpreting graphs highlighting the changing balance of power. 	<ul style="list-style-type: none"> • Interpreting graphs highlighting the changing balance of power. 	<ul style="list-style-type: none"> • Interpreting graphs highlighting the changing balance of power. • Examine military strength and casualty figures.
Personal Development	<ul style="list-style-type: none"> • Cultural: Study of diverse cultures (e.g., Iron Age & Roman). • Spiritual: Exploration of different belief systems (e.g., pre-Christian religions). • Moral: The moral arguments for rebellion against oppression (e.g. Boudicca's Revolt). 	<ul style="list-style-type: none"> • Cultural: Study of diverse cultures (e.g., Anglo-Saxon). • Spiritual: Exploration of different belief systems (e.g., pre-Christian religions). • Social: Understanding societal structures (e.g. Feudalism). • Moral: Morality of use of violence to maintain control (e.g. William I). 	<ul style="list-style-type: none"> • Social: Understanding the nature of UK democracy and parliament in the UK. • Spiritual: Exploration of different belief systems (e.g., Medieval Church). • Moral: The moral arguments for rebellion against oppression (e.g. Peasant's Revolt). • Moral: The importance of justice and fairness in law (e.g. Magna Carta). • Moral: Differing interpretations of Richard III and the impact of propaganda? 	<ul style="list-style-type: none"> • Spiritual: Exploration of different belief systems (e.g., Reformation). • Social: Shifting social roles and the ending of Feudalism. • 	<ul style="list-style-type: none"> • Spiritual: Exploration of different belief systems (e.g., Reformation). • Moral: The morality of punishing people for their beliefs. • Cultural: Understanding Britain's growing role in the world 	<ul style="list-style-type: none"> • Spiritual: Exploration of different belief systems (e.g., Reformation). • Moral: The ethics of terrorism vs. protest. • Cultural: Local history (e.g., Lancaster Castle, and the witch trials).

History Curriculum Map



Year 8

Rationale and Links to The National Curriculum

This scheme of learning has been designed to build on (and re-establish after the summer break) the key historical concepts already learnt whilst building upon new ones. (identifying a linking causes, assessing / explaining consequence and significance and identifying change and continuity during this period). The purpose of the curriculum is to continue to enable students to develop a strong understanding of Britain's past as a coherent, chronological narrative, from the earliest times to the present day. This year has a shift to more personal and social history as we look at the experiences of individuals.

It has been developed to allow pupils to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. In addition, to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. In Year 8, students will continue to examine the theme of the 'balance of power' started in Year 7, which will culminate with the universal suffrage of the early twentieth century. The students' examination of this period will also give them an understanding of how our society has developed today with a focus on public health, education, workers' rights and the franchise, the impact of colonialism and global conflict.

The curriculum has also been planned to enable students to continue to develop the skills of historical study and an understanding of the key concepts such as continuity and change, cause and consequence, similarity, difference and significance. There is a clear focus on disciplinary skills in order to allow students to pursue historically valid enquiries and create relevant, structured and evidentially supported interpretations in response. Students will now begin to look at the provenance of sources and think about the validity and reliability of them for historical enquires. They will focus on developing skills of historical debate and reaching well informed and evidenced conclusions.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none">Britain's role in the Transatlantic Slave Trade and the legacy of slavery – c.1492CE to c.1900CE.	<ul style="list-style-type: none">The impact of change during the Industrial Revolution - 1700CE to 1900CE	<ul style="list-style-type: none">Suffrage and the right to vote, 1880CE to 1928CE	<ul style="list-style-type: none">Experiences of the British Empire c.1700CE to c.1945CE	<ul style="list-style-type: none">World War One, 1914-1918	
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none">Definition of slaveryKey features of the Kingdom of Benin.Reasons for European	<ul style="list-style-type: none">Key features of the changes to the UK as a result of the Industrial Revolution.	<ul style="list-style-type: none">What suffrage means.Why suffrage is important.	<ul style="list-style-type: none">Key features of the British Empire.The breadth and depth of the Empire	<ul style="list-style-type: none">The key concepts of militarism, alliances, imperialism and nationalism and their link to the outbreak of WW1.The Anglo-German Arms Race and Britain's 'two power standard'.	

	<p>involvement in the enslavement of Africans.</p> <ul style="list-style-type: none"> • The development of the trans-Atlantic slave trade. • Causes of Spanish enslavement of indigenous populations. • Causes of Spanish enslavement of African populations. • Causes of English involvement in the slave trade. • Development of the triangular trade. • Key features of the triangular trade – what was sold at each point. • Experiences of enslaved Africans. • Methods of capture of enslaved Africans. • Key features of slave forts and the causes of their development. • Key features of the middle passage. • Key features of the auction process. 	<ul style="list-style-type: none"> • The impact of the Industrial Revolution on Carnforth. • The problems of the Medieval farming system. • The innovations of the Agricultural Revolution; seed drill, crop rotation, selective breeding and enclosures. • The Domestic System and its problems. • The causes for the growth of the cotton industry and the innovations of key individuals. • Definitions of content, nature, origin and purpose of sources. • The impact of industrialisation on cotton workers with a particular focus on the conditions for child workers. • The causes of mass migration to industrial towns. • The impact of mass migration to 	<ul style="list-style-type: none"> • Attitudes to women in the Victorian era. • The origins of the suffrage movement. • The actions of the Suffragists, including key individuals such as Millicent Fawcett. • The actions of the Suffragettes, including key individuals such as Emmeline Pankhurst. • The progress and limits of the suffrage movement. • The impact of the First World War on the suffrage movement. • The role of women during the First World War, and their contribution to the war effort. • The limits of the Representation of the People's Act in 1918. • The widening of the franchise in 1928. 	<ul style="list-style-type: none"> • What countries where in the Empire, and when? • Examples of colonies for economic exploitation. • The technology and advances brought to the developing world • Prevailing attitudes in the 19th Century. • Differing opinions on the impact and legacy of the empire. • Why India was the 'Jewel in the Crown'. • The role of the East India Company in the formation of the empire in India. • The methods used by the EIC. • Attitudes of the ruled Vs the rulers. • Causes and key events of the Indian Mutiny. • The British response to the Indian Mutiny. • Features of colonialism 	<ul style="list-style-type: none"> • Kaiser Wilhelm and his desires for a place in the son. • Causes of tensions over Morrocco and the Balkans. • The growth of pan-Slavism and German nationalism. • The Triple Alliance / Entente and their members / leaders. • Key features of the Schlieffen Plan. • The role of Archduke Franz Ferdinand. • The goals of Serbian nationalism and the Black Hand. • The details and of the assassination of Franz Ferdinand. • The links between the assassination and the outbreak of WW1. • Causes and features of the recruitment campaign of 1914/15. • Examples of propaganda and the methods used. • The impact of the Military Service Act. • The reasons for Conscientious Objection, public attitudes and punishment. • The reasons for trench warfare including the failure of the Schlieffen Plan and the Battle of the Marne. • Key features of WW1 trench systems. • Key features about life in the trenches (e.g. trench foot, shell shock). • The nature of warfare in WW1 (e.g. tanks, gas, blockades). • Reasons for the offensive at the Somme in 1916 including the threat at Verdun. • Details of the problems faced by soldiers and the plans to plans to overcome them. • Details of positive and negative outcomes for the overall conduct of the war.
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	<ul style="list-style-type: none"> • Key features of life on the plantations. • Details of Lancaster's links to the slave trade. • Successes / failures of the Haitian Revolution. • Successes / failures of Nat Turner's rebellion. • Successes / failures of the Christmas Rebellion. • Successes / failures of the Amistad. • Definition of the term abolitionist. • The beliefs and work of Granville Sharpe. • The beliefs and work of Josiah Wedgewood. • The beliefs and work of Olaudah Equiano. • The beliefs and work of Wm Wilberforce. • Definitions for the term Emancipation Proclamation. • Overview of the American Civil War. 	<p>industrial towns and the conditions and dangers therein.</p> <ul style="list-style-type: none"> • The causes, symptoms and consequences of cholera. • Comparisons of the work and significance of John Snow and Edwin Chadwick. • Key features of the growth of the railways. • The impact of growth of the railways. • The positive consequences of the Industrial Revolution including; education, democracy, health, law and order, cities, help for the poor. 	<ul style="list-style-type: none"> • The significance of the 1918 and 1928 widening of the franchise. 	<p>including infrastructure, agriculture and culture.</p> <ul style="list-style-type: none"> • The treatment of non-imperial nations, e.g. China and the Opium Wars. • The voyages of James Cook and the features of the initial colonisation of Australia. • Cultural and social beliefs of the First Nations people of Australia including the concept of dream time. • The impact of colonialism on the First Nations people including examples of modern day. • The concept of the 'scramble for Africa' and the countries involved. • Conflict with African nations, including the Zulu. • Cecil Rhodes and his ambitions and methods. • The work of missionaries 	<ul style="list-style-type: none"> • An introduction to historiography and the revisionism of the 1960s, in particular 'lions led by donkeys'. • The life of Douglas Haig and differing perspectives of his leadership. • The nature of total war and the impact on British society and the Homefront. • The targeting of civilians by the Germany Navy and zeppelins. • The key parts of the Defence of the Realm Act. • The impact of the blockade on Britain and the introduction of rationing. • The work of female suffrage protesters and their impact. • The impact of WW1. • The terms of the Treaty of Versailles and the German reaction to it.
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	<ul style="list-style-type: none"> Definition / key examples of Jim Crow Laws. 			<p>including Mary Slessor and David Livingston.</p> <ul style="list-style-type: none"> The end of the empire. Modern opinions of empire. 	
Disciplinary Knowledge (The skills and approaches that students will develop)	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain cause, consequence, significance, change and continuity through historical narrative and extended argument and reaching an overall judgement.</p> <p>Objective 3 Source inference, identification of provenance and using material to answer enquiry questions.</p> <p>Objective 4 Identify, form and assess different interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Identify and explain similarity and difference in personal experiences. Evaluating significance through historical argument and reaching an overall judgement.</p> <p>Objective 3 Source inference, identification of provenance and using material to answer enquiry questions.</p> <p>Objective 4 Identify, form and assess different interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Identifying and explaining similarity and difference in personal experiences. Evaluating the impact of Empire through historical argument / evaluation of differing interpretations and reaching an overall judgement.</p> <p>Objective 3 inference, using sources to answer enquiries, introduction to the testing the utility of sources based on provenance</p> <p>Objective 4 Identify, form and assess different, more complex interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Identifying and explaining similarity and difference in personal experiences. Evaluating the impact of Empire through historical argument / evaluation of differing interpretations and reaching an overall judgement.</p> <p>Objective 3 inference, using sources to answer enquiries, introduction to the testing the utility of sources based on provenance</p> <p>Objective 4 Identify, form and assess different, more complex interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explaining multiple and very complex causation. Assessing significance and overall impact of particular events and creating convincing arguments before reaching explained conclusions.</p> <p>Objective 3 Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context.</p> <p>Objective 4 Evaluating interpretations with an introduction and introducing changing historiography as a context for explaining why interpretations may differ.</p>

Assessment (The methods that teachers will use to assess the progress of all students)	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. •
Reading, Writing and Vocabulary	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: EMPIRE SLAVE AUCTION PLANTATION INFERIOR / SUPERIOR RESITANCE ABOLITION CIVIL RIGHTS SEGREGATION ASSASSINATION 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: REVOLUTION INDUSTRY EMPIRE SANITATION COLONY / COLONISATION URBANISATION POPULATION RURAL AGRICULTURE MORTALITY 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: SUFFRAGE SUFFRAGISTS SUFFRAGETTES TERRORISM VOTE REPRESENTATION DIRECT ACTION 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: EMPIRE IMPERIALISM DEVELOPING COUNTRIES COLONY COLONISATION EXPLOITATION SEPOY MIGRATION TRADE INDEPENDENCE SOCIAL DARWINISM 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: MILITARISM NATIONALISM IMPERIALISM ALLIANCES PROPAGANDA CENSORSHIP BOMBARDMENT REPARATIONS TREATY ARMISTICE CONSIENTIOUS OBJECTOR

Numeracy	<ul style="list-style-type: none"> Mapping the slave trader - students interpret this visual data to understand growth in trade volume. 	<ul style="list-style-type: none"> Mortality rates, life expectancy, and disease spread. Opportunities for calculating percentage growth or comparing population / urbanisation density over time. 	<ul style="list-style-type: none"> Interpretation of graphs showing public opinion of imperialism. 	<ul style="list-style-type: none"> Interpretation of graphs showing public opinion of imperialism. 	<ul style="list-style-type: none"> Casualty figures and the scale of loss. Recruitment numbers and conscription rates.
Personal Development	<ul style="list-style-type: none"> Moral: Ethical issues in slavery and modern-day slavery. Cultural: Study of diverse cultures (e.g., African). Moral: Opposing injustice even when it is unpopular (e.g. abolitionists). Moral: The ethics of violent rebellion. Cultural: Local history (e.g., Lancaster Slave walk, Sambo's Grave). Social: Segregation and its impact along with racial and social justice. 	<ul style="list-style-type: none"> Social: Industrial working conditions, social reform. Social: The impact of urbanisation and industrialisation. Moral: The morality of working conditions, child labour, and public health Social: The class structure, trade unions, and public health systems. Social: Fighting for the right to democracy and its importance to British values. Cultural: Explores how British culture was shaped by industrialization, including changes 	<ul style="list-style-type: none"> Moral: Ethical issues of the right to vote. Moral: Debates on the right way to protest – through peaceful methods or through violence.. Cultural: The legacy of the suffrage movement for feminism. Social: Understanding inequalities in society at the time and being aware of inequalities today. Social: historical and modern debates on national identity, pride, and social justice. 	<ul style="list-style-type: none"> Moral: Ethical issues of colonisation, exploitation, and resistance. Moral: Debates on Cecil Rhodes & missionary work. Cultural: The multicultural legacy of the Empire. Cultural: Study of diverse cultures (e.g., First Nations peoples of Australia, Indian culture). Social: Migration, multiculturalism, and the impact of empire on British society. <p>Social: historical and modern debates on national identity, pride, and social justice.</p>	<ul style="list-style-type: none"> Social: An understanding of cooperation, sacrifice, and community. Students reflect on how war shaped British society and values. Spiritual: reflection on personal beliefs, sacrifice, and human resilience. Social: The fight for universal suffrage and how this was achieved. Moral: The use of violent tactics to achieve a political aim. Cultural: Cultural impact of war on Britain and its allies, including remembrance and national memory. Moral: Questioning the justice of the Treaty of Versailles. Social: Class and gender roles in wartime. Social: The importance of universal suffrage.

		in art, literature, and urban life.			
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History Curriculum Map



Year 9

Rationale and Links to The National Curriculum

The Year 9 focus at Carnforth High is to go beyond British history and expand students understanding of wider world history and non-European nations. The topics have been selected to give students a good understanding of the modern world, in particular the history of the animosity between Russia and the USA which students expand on in Year 10. The purpose is to enable students to understand the causes of tension in Russia and the rise of a new ideology, contrasting and comparing this with the USA at the same time. The year continues looking at the interwar period, with a depth study on the rise of the Nazis. All three depth studies are brought together with a study of World War Two and the Holocaust.

This scheme of learning has been designed to build on (and re-establish after the summer break) the key historical concepts already learnt whilst building upon new ones. (clear evaluation of and explanation of causation, assessing / explaining consequence and significance and explaining change and continuity during this period). This topic also begins the 'mastery year' where student's historical skills will be pushed to higher levels, combining conceptual skills, source evaluation and understanding interpretations into a significant depth study of key events.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none"> The Russian Revolution and the rise of communism (c.1900 to 1945). 	<ul style="list-style-type: none"> USA in the 1920 and 1930s 	<ul style="list-style-type: none"> The Weimar Republic and the rise of the Nazis, 1919-1945 		<ul style="list-style-type: none"> World War Two and the Holocaust, 1939-45 	
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> Key features of Russian society in 1917 and their link to the 1917 Revolution. The key individuals in Russian society, namely the Tsar, Tsarina and Rasputin, and their connection to the 1917 Revolution. 	<ul style="list-style-type: none"> Key features of American society in 1920 and their link to the treatment of minorities and economic boom. The key factors which contributed towards the economic boom, including the impact of WW1, 	<ul style="list-style-type: none"> Definitions of left and right wing politics. The key clauses of the Treaty of Versailles. The reaction of Germans to the Treaty of Versailles. Causes of the invasion of the Ruhr and its impact on Germany. Causes of hyperinflation and the impact on Germany. The formation of the Nazis and their core beliefs. The SA and its role in supporting Nazi ideology. Nazi popularity in the early 1920s. 		<ul style="list-style-type: none"> Causes of WW2, including Hitler's aggression and Chamberlain's appeasement. The weapons and tactics of WW2, e.g. greater use of aircraft and the atomic bomb. The evacuation of Dunkirk and its positive and negative outcomes. The concept of the phoney war and the Nazi blitzkrieg of Norway, France, etc. Causes of the RAF victory during the Battle of Britain. Key features of the Blitz. Aims of the U-boat blockade of Britain and causes of Britain's survival. 	

	<ul style="list-style-type: none"> • The impact of WW1 on the society and economy of Russia and its connection to the 1917 Revolution. • The problems facing the Provisional Government and it's (inability to deal with them. • The role of Lenin in the lead up to the October Revolution. • The July Days and the Kornilov Affair. • The event of the October Revolution. • The causes of the Russian Civil War. • The make-up of the two sides (Reds / Whites). • The factors leading to the Red's victory. • Key features of the social / cultural / political changes made by Lenin. • Lenin's beliefs about Stalin as detailed in his last testament. 	<p>new technology and entrepreneurs.</p> <ul style="list-style-type: none"> • The new forms of entertainment that develop as a result of the economic boom and development of new technology. • The role of Women in society, expectations that are placed on them and the rise of the new generation of American women. • Limitations on the new generation of Women. • The 'noble experiment' of Prohibition, why Americans wanted to ban alcohol and the causes behind the introduction of the Volstead Act. • The unintended consequences of Prohibition, the rise of crime and organised crime and the failure of Prohibition. • The rise of racist social elements such as the Ku Klux Klan and the 	<ul style="list-style-type: none"> • The events of the Munich Putsch and the outcome. • Mein Kampf and its impact. • Stresemann and his reforms (e.g. Rentenmark, Dawes Plan, etc.) • The impact of Stresemann reforms on the popularity of the Nazi Party. • The impact of the Wall Street crash on German industry, banking, employment and resources) • The changing fortunes of the Nazis and the correlation to the worsening situation in Germany. • The Reichstag Fire and the theories about its cause. • Hitler's use of the Reichstag Fire (e.g. Emergency Powers / Enabling Act). • The growing concern about Rohm / SA and the Knight of the Long Knives. • The Nazi Police state and an understanding of the SS, Gestapo, Leadership Corps, etc • Examples of anti-Semitic propaganda such as posters and books for children. • Details of how anti-Semitism was promoted in schools through various subjects. • Examples of anti-Semitic Laws. • An understanding of the Nuremberg Laws of 1935. • The key events of Kristallnacht and the impact it had on anti-Semitism in Germany. 	<ul style="list-style-type: none"> • Impact of the war on the Homefront. • The relationship of Hitler and Stalin. • The aims of Operation Barbarossa and causes of its failure. • Japan's imperial expansion and the targeting of Pearl Harbour. • The significance of the US entry into the war. • The planning of D-Day, its aims and objectives. • Experiences of D-Day from both Allied and German perspectives. • The nature of the war in the east. • The use of the atomic bomb and Japan's surrender. • The meaning of the term Holocaust • Common myths and misconceptions about the Holocaust. • Jewish life before the Nazis. • Anti-Semitism through time. • Life in the ghettos with a focus on the Warsaw ghetto and the uprising there. • The work of ordinary British people, the Kindertransport and Nicholas Winton. • A case study of Dachau and its development. • The einsatzgruppen and 'holocaust by bullet'. • The Wannsee Conference and the Final Solution. • The Death Marches and the liberation of the camps. • The Nuremberg Trials and their outcome. • German complicity, what evidence is there for ordinary German knowledge / involvement
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	<ul style="list-style-type: none"> • The individuals who competed with Stalin for the leadership. • The causes of the rise of Stalin and his character. • The successes and failures of economic policies (5YPs / collectivisation). • Key features of the social / cultural / political changes made by Stalin. • Stalin's cult of personality and the use of propaganda. • The causes and key features of the Great Terror. • Differing interpretations of Stalin's control; terror or persuasion. 	<p>treatment of Black Americans during the 1920s.</p> <ul style="list-style-type: none"> • The causes for increased immigration in the 1920s, including the 'American Dream' and escape from Communism. • American attitudes towards immigration and immigrants, and the Sacco and Vanzetti case. • America's attempts to contain immigration and the reasons for this. • Other forms of intolerance in American society, focusing specifically on the treatment of Native Americans. • The causes of the Wall Street Crash, such as overproduction and government policies and the impact this has on America. • The Great Depression, the 		
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		<p>impact of the Great Depression on America's workers, and American society in general.</p> <ul style="list-style-type: none"> • The desperation of Americans during the Depression and the Bonus Army march. • The successes and failures of FDR's 'New Deal'. Key features of the policies and a judgment on their impact. • The impact of WW2 on America's recovery from the Great Depression 		
Disciplinary Knowledge (The skills and approaches that students will develop)	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well substantiated judgements about interpretations and begin to</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well substantiated judgements about interpretations and begin to</p>

	<p>period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well explained judgements about differing historical interpretations</p>	<p>period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well substantiated judgements about interpretations and begin to examine how the historian has presented the information.</p>	<p>examine how the historian has presented the information.</p>	<p>examine how the historian has presented the information.</p>
<p>Assessment (The methods that teachers will use to assess the progress of all students)</p>	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment. 	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • Writing historically tasks with diagnostic feedback from teacher. • End of topic assessment.
<p>Reading, Writing and Vocabulary</p>	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes 	<ul style="list-style-type: none"> • Reading of sources and extended writing. • Develop structured statement knowledge analysis – three coloured pens – extended and synoptic styles of writing. • Develop the use of embedded quotes for inference questions. • Key words: • WEIMAR REPUBLIC • HYPERINFLATION • CHANCELLOR • REICHSTAG • DEMOCRACY 	<p>REMILITARISATION APPEASEMENT EVACUATION PHONEY SUPERIORITY BLITZKRIEG BLOCKADE BEACHHEAD ANTI-SEMITISM HOLOCAUST GHETTO KRISTALLNACHT</p>

	for inference questions. • Key words: REVOLUTION PEASANT / SERF NOBILITY COMMUNISM SOVIET DICTATOR PROVISIONAL COLLECTIVISATION TSAR AUTOCRACY BOLSHEVIKS ROYALISTS DUMA ETHNIC MINORITY DESERTION SECRET POLICE ABDICATE DESERTION GARRISON DEMORALISED	for inference questions. • Key words: ECONOMIC BOOM ISOLATIONISM POLICY ENTREPRENEUR CREDIT FLAPPERS PROHIBITION ORGANISED CRIME INTOLERANCE SEGREGATION CAPITALISM RED SCARE GREAT DEPRESSION THE NEW DEAL OVERPRODUCTION SHARE SPECULATION SPEAKEASIES BOOTLEGGERS LYNCHING	• DICTATOR • PROPAGANDA • FASCISM • LEFT-WING • RIGHT-WING • EXTREMISM	EINSATZGRUPPEN FINAL SOLUTION EUTHANASIA CONCENTRATION CAMP DEATH MARCHES LIBERATION COMPLICITY PERSECUTION STEREOTYPE GENOCIDE
Numeracy	• Examination of the Soviet economy to consider the impact of the 5YPs.	• Statistic relating to instances of lynching in the 1920s. • Statistics on crime rates during Prohibition. • Discussion of credit, tariffs and interest rates.	• Data showing the growth in Nazi Party membership. • Analysing outcomes of elections in the early 1930s. • Making correlations with unemployment rates at the same time.	• RAF Vs Luftwaffe figures during the Battle of Britain. • Data on British merchant navy losses and the causes.

Personal Development	<ul style="list-style-type: none"> • Morality: Students assess the morality of Stalin's purges, Lenin's Red Terror, and Tsarist autocracy. • Moral: Fighting against oppression, e.g. The February Revolution. • Spiritual: Explore ideologies like Communism vs Capitalism and reflect on how these shaped societies. • Social: Students compare democracy vs autocracy, and reflect on modern political systems (e.g., "How do we challenge unpopular leaders today?"). • Cultural: How Russian culture, ideology, and leadership shaped the 20th century. • Cultural: Lessons highlight the diversity of Russian society (peasants, nobles, ethnic 	<ul style="list-style-type: none"> • Cultural: the ideology of Capitalism vs. Communism, encouraging reflection on different worldviews • Moral: Prohibition and the growth of organised crime. • Moral: Racism (e.g., Ku Klux Klan, lynching) • Moral: evaluate the treatment of minorities, immigration policies. • Social: critical thinking about democracy, liberty, and tolerance. • Cultural: The Harlem Renaissance, flapper culture, and the American Dream. • Social: women's suffrage and changing gender roles. 	<ul style="list-style-type: none"> • Social: The political spectrum and the key elements of left & right-wing politics. • Social: Authoritarian governments and their impact. • Social: The scheme promotes tolerance, respect for diversity, and critical thinking about propaganda and dictatorship, aligning with British values. • Cultural: The cultural context of 1930s Germany. 	<ul style="list-style-type: none"> • Spiritual: Jewish life before the Nazis, anti-Semitism through time, and the impact of persecution. • Moral: The Holocaust and reflection on human values and belief systems. • Moral: The morality of individuals and personal choices. • Moral: Resisting oppression (e.g. Kindertransport, Nicholas Winton, resistance movements). • Moral: the moral dilemmas of appeasement, resistance, and total war. • Spiritual: Reflection on the human cost of conflict. • Social: Exploration of British resilience, evacuation, and home front efforts highlights community and national unity. • Cultural: The concept of the 'Blitz spirit' which is part of British culture.
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	minorities) and their experiences.			
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History Curriculum Map



Year 10

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none"> Anglo-Saxon and Norman England, c1060–88 		<ul style="list-style-type: none"> Superpower relations and the Cold War, 1941–91 		<ul style="list-style-type: none"> The USA, 1954–75: conflict at home and abroad (Vietnam) 	
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. The economy and social system. Towns and villages. The influence of the Church. The significance and power of the house of Godwin. Harold Godwinson's succession as Earl of Wessex. Harold Godwinson's embassy to Normandy. The reasons for the rising against Tostig and his exile. The death of Edward the Confessor. The motives and claims of William of Normandy, Harald Hardrada and Edgar the Aethling. The Witan and the coronation and reign of Harold Godwinson. Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge. The Battle of Hastings. 		<ul style="list-style-type: none"> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. The significance of the arms race. The formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. 		<ul style="list-style-type: none"> Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government. Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program. Reasons for the escalation of the conflict and increased US involvement in Vietnam, including the increasing threat of the Vietcong. The Gulf of Tonkin incident (1964). The guerrilla tactics used by the Vietcong. The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons. The key features and significance of the Tet Offensive, 1968. The key features of Vietnamisation. Reasons for its failure. The Nixon Doctrine and the withdrawal of US troops. Attacks on Cambodia (1970) and Laos (1971), and the bombing of North Vietnam (1972). 	

	<ul style="list-style-type: none"> • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics. • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. • The Marcher earldoms. • Reasons for the building of castles; their key features and importance. • Causes and outcomes of Anglo-Saxon resistance: the revolt of Earls Edwin and Morcar (1068); Edgar the Atheling and the rebellions in the North (1069); Hereward the Wake and rebellion at Ely (1070–71). • The reasons for and features of Harrying of the North (1069–70). • Its immediate and long-term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066–87. • Reasons for and features of the revolt of the earls. • The defeat of the revolt and its effects. • The feudal hierarchy. The role and importance of tenants-in-chief and knights. • The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The Church in England: its role in society and relationship to government, including the significance of Stigand and Lanfranc. • The Normanisation and reform of the Church in the reign of William I. • The extent of change to Anglo-Saxon society and economy. • Changes to government after the Conquest. 	<ul style="list-style-type: none"> • The international reaction to the Soviet invasion of Hungary. • The refugee problem in Berlin, Khrushchev's Berlin ultimatum • (1958), and the summit meetings of 1959–61. • The impact of the Cuban Revolution on relations with the USA and • the Soviet Union, including the refusal of the USA to recognise • Castro's government and the closer relations with the Soviet Union. • The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring. • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. • Impact of the construction of the Berlin Wall on US-Soviet relations. • Kennedy's visit to West Berlin in 1963. • The consequences of the Cuban Missile Crisis, including the 'hotline'. • Attempts at arms control: the Limited Test Ban Treaty (1963); the • Outer Space Treaty (1967); and the Nuclear Non-Proliferation • Treaty (1968). • International reaction to Soviet measures in Czechoslovakia. • Détente and attempts to reduce tensions in the 1970s. • The significance of SALT 1, the Helsinki Accords, and SALT 2. 	<ul style="list-style-type: none"> • Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system. • Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley. • The Kent State University shootings (1970). • Reasons for support for the war, including the fear of communism. • The 'hard hats' and the 'silent majority'. • Reasons for, and key features of, the peace negotiations (1972–73). • The significance of the Paris Peace Agreement (1973). • The economic and human costs of the war for the USA. • The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail. • The weaknesses of the US armed forces. The failure of US tactics. • The impact of opposition to the war in the USA.
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	<ul style="list-style-type: none"> Centralised power and the limited use of earls under William I. The role of regents during William's absences. The office of sheriff and the demesne. Introduction and significance of the 'forest'. The Domesday survey and Domesday Book and their significance for Norman government and finance. The culture and language of the Norman aristocracy. The career and significance of Bishop Odo. Character and personality of William I and his relations with Robert, including Robert's revolt in Normandy (1077–80). William's death and the disputed succession. William Rufus and the defeat of Robert and Odo. 	<ul style="list-style-type: none"> The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative (SDI). The significance of Reagan and Gorbachev in reducing tensions. The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. 	
Disciplinary Knowledge (The skills and approaches that students will develop)	<ul style="list-style-type: none"> Students will be assessed on their knowledge and understanding. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance). 	<ul style="list-style-type: none"> Students will be assessed on their knowledge and understanding. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded). 	<ul style="list-style-type: none"> Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They

			should be able to evaluate given interpretations using their own knowledge of the period.
Assessment (The methods that teachers will use to assess the progress of all students)	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • GCSE practice questions with diagnostic feedback from teacher. • End of key topic assessments. • 		
Reading, Writing and Vocabulary	<ul style="list-style-type: none"> • Reading of information and sources. • Develop skills of narrative writing and explaining significance. • Key words: SUBMISSION MONASTERY THEGN HARRYING WERGILD BLOOD FEUD SHIRE BURH FYRD OATH FEUDALISM VASSAL HOMAGE FIEF MOTTE BAILEY DOMESDAY SURVEY REBELLION SUBMISSION TAXATION KNIGHT 	<ul style="list-style-type: none"> • Reading of information and sources. • Develop skills of narrative writing and explaining significance. • Key words: COLD WAR IDEOLOGY CAPITALISM COMMUNISM IRON CURTAIN DOCTRINE MARSHALL PLAN BLOCKADE AIRLIFT ARMS RACE REVOLUTION DETENTE ANT-BALLISTIC INTER-CONTINENTAL BRAIN DRAIN REFUGEE OPPRESSION PRAGUE SPRING BREZHNEV DOCTRINE GLASNOST SUMMIT HARDLINER 	<ul style="list-style-type: none"> • Reading of information and sources. • Develop skills of source and interpretation evaluation. • Key words: GUERRILLA COMMUNISM CAPITALISM PROPAGANDA ESCALATION DRAFT NAPALM HERBICIDE AGENT (AS IN AGENT ORANGE) RESISTANCE OCCUPATION INVASION CASUALTY PROTEST MORALE TACTICS STRATEGY JUNGLE AMBUSH WITHDRAWAL CEASEFIRE

	CAVALRY INFANTRY SIEGE FOREST LAW SERF TENANT AUTHORITY	COUP UPRISING	
Numeracy	<ul style="list-style-type: none"> Population changes, comparison to William's military strength. Troop numbers at key battles. Distances between battles. 	<ul style="list-style-type: none"> Tracking nuclear strength over time. Distribution of Marshall Aid. Analysing flights, tonnage during the Berlin Crisis of 1948. Refugee numbers during the Berlin Crisis between 1958 to 1962. 	<ul style="list-style-type: none"> Compare U.S., Vietnamese (North and South), and civilian casualties. Use bar charts or pie charts to visualize losses and support for the war. Analyse U.S. military expenditure during the war years. Track the number of U.S. troops in Vietnam over time. Examine how many young men were drafted by year.
Personal Development	<p>Spiritual:</p> <ul style="list-style-type: none"> Explore how religious beliefs (influenced Anglo-Saxon and Norman societies. Compare the spiritual and cultural values of Anglo-Saxons and Normans. <p>Moral:</p> <ul style="list-style-type: none"> Discuss justice systems like wergild and trial by ordeal, and compare them to modern law. Examine the moral implications of conquest, rebellion, and loyalty. Debate the fairness of the Norman redistribution of land or the Harrying of the North. <p>Social:</p> <ul style="list-style-type: none"> Study the roots of democracy, rule of law, and individual liberty in early English governance. <p>Cultural:</p> <ul style="list-style-type: none"> Investigate how Anglo-Saxon and Norman cultures shaped British identity. 	<p>Spiritual:</p> <ul style="list-style-type: none"> Students explore ideologies like Capitalism and Communism, encouraging them to reflect on how belief systems shape societies and personal freedoms. The Cuban Missile Crisis and nuclear deterrence provoke deep thinking about human survival, peace, and conflict. The global nature of the Cold War (e.g. proxy wars, space race, diplomacy) sparks curiosity about international relations and human resilience. <p>Moral:</p> <ul style="list-style-type: none"> Students evaluate moral dilemmas such as the use of nuclear weapons, espionage, and intervention in foreign countries (e.g. Vietnam, Afghanistan). The arms race and mutually assured destruction raise questions about responsibility and the ethics of deterrence. 	<p>Spiritual:</p> <ul style="list-style-type: none"> Students explore the ideological conflict between communism and capitalism, prompting reflection on political and moral beliefs. The role of Buddhism in Vietnam and the self-immolation of monks encourages deep reflection on faith, protest, and sacrifice. Students can engage with war poetry, protest music, and visual propaganda. <p>Moral:</p> <ul style="list-style-type: none"> Students examine the morality of war, including the use of napalm, Agent Orange, and the My Lai Massacre. Encourages debate on just war theory, civilian casualties, and the ethics of intervention. The long-term effects of U.S. involvement, including veteran trauma, civilian suffering, and political fallout.

	<ul style="list-style-type: none"> • Explore the blending of languages, customs, and laws after 1066. • Examine illuminated manuscripts, architecture, the Bayeux Tapestry. 	<ul style="list-style-type: none"> • The Berlin Wall, Olympic boycotts, and Soviet invasions help students understand the real-world impact of political decisions on individuals and nations. <p>Social:</p> <ul style="list-style-type: none"> • The Cold War involved alliances and diplomacy (e.g. NATO, Warsaw Pact, UN), which highlight the importance of cooperation and conflict resolution. • Students learn about social movements and resistance (e.g. Prague Spring, Solidarity in Poland), promoting empathy and civic awareness. • The study of democracy vs. dictatorship, freedom of speech, and civil liberties reinforces understanding of British values like the rule of law and individual liberty. <p>Cultural:</p> <ul style="list-style-type: none"> • Students explore how different cultures responded to Cold War pressures, including the USA, USSR, Eastern Europe, and the developing world. • The space race, propaganda, and cultural exchanges (e.g. music, sport, art) show how culture was used as a tool of influence. • The Cold War highlights ideological, political, and cultural diversity, encouraging students to appreciate different perspectives and historical experiences. 	<ul style="list-style-type: none"> • Students debate topics like conscription (the draft), anti-war protests, and media censorship, developing critical thinking and empathy. <p>Social:</p> <ul style="list-style-type: none"> • The Vietnam War provides a platform to discuss democracy, liberty, and protest, especially through the lens of the anti-war movement. • Students explore how diplomacy, negotiation, and public pressure contributed to the end of the war. <p>Cultural:</p> <ul style="list-style-type: none"> • Students learn about Vietnamese society, American counterculture, and Cold War-era global politics. • The war highlights issues of racial inequality (e.g. disproportionate drafting of African Americans) and cultural misunderstanding, promoting tolerance. • Artistic and cultural expression: Protest songs, films, and literature from the era provide rich material for cultural exploration and discussion.
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History Curriculum Map

Year 11



	Half Term 1	Half Term 2	Half Term 3	Half Term 4
Key Topics	The USA, 1954–75: conflict at home and abroad (Civil Rights)		<ul style="list-style-type: none"> Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city. 	
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> Segregation, discrimination and voting rights in the Southern states. The work of civil rights organisations, including the NAACP and CORE. Reasons for, key features and significance of the Brown v. Topeka case (1954). Reasons for, key features and significance of the events at Little Rock High School (1957). Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks. Reasons for the success and importance of the boycott. The Supreme Court ruling (Browder Vs Gayle) The Civil Rights Act (1957). The significance of the leadership of Martin Luther King. The setting up of the SCLC. The Ku Klux Klan and violence, including the murder of Emmet Till in 1955. Opposition to desegregation in the South, including the 'Dixiecrats' and the setting up of White Citizens' Councils. The significance of Greensboro and the sit-in movement. 		<ul style="list-style-type: none"> Crimes against the person, property and authority, including poaching as an example of 'social' crime. Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. New definitions of crime in the sixteenth century: vagabondage and witchcraft. 	

	<ul style="list-style-type: none"> • Reasons for, key features and significance of the Freedom Riders, including Ku Klux Klan violence and the Anniston bomb (1961). • The James Meredith case (1962). • King and the peace marches of 1963 in Birmingham and Washington. • Freedom Summer and the Mississippi murders. • The impact of peaceful protest and the roles of Presidents Kennedy and Johnson in the passage of the Civil Rights Act (1964). • Selma and the Voting Rights Act (1965). • Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination. • Reasons for the emergence of Black Power. • The significance of Stokely Carmichael and the 1968 Mexico Olympics. • The methods and achievements of the Black Panther movement. • The riots of 1965–67 and the Kerner Report (1968). • King's campaign in the North. • The assassination of Martin Luther King and its impact. • The extent of progress in civil rights by 1975. • 	<ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including town watchmen. • The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. • The Gunpowder Plotters, 1605: their crimes and punishment. • Matthew Hopkins and the witch-hunts of 1645–47. • The reasons for the intensity of witch hunts; the punishment of those convicted. • Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. • Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. • The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. • Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. • Prison reform, including the influence of John Howard and Elizabeth Fry. • Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. • Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.
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Disciplinary Knowledge (The skills and approaches that students will develop)	Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of	<ul style="list-style-type: none"> • Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change. <p>For the Whitechapel environment study it will be assessed on features of the period and also through a historical enquiry. For the</p>

	<p>study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.</p>	<p>historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements.</p>
<p>Assessment (The methods that teachers will use to assess the progress of all students)</p>	<ul style="list-style-type: none"> • Live marking. • Knowledge tests. • GCSE practice questions with diagnostic feedback from teacher. <p>End of key topic assessments.</p>	
<p>Reading, Writing and Vocabulary</p>	<ul style="list-style-type: none"> • Reading of information and sources. • Develop skills of source and interpretation evaluation. • Key words: SEGREGATION INTEGRATION JIM CROW BOYCOTT DISCRIMINATION INEQUALITY OPPRESSION PROTEST DESEGREGATION PREJUDICE BIGOTRY INJUSTICE NONVIOLENCE 	<ul style="list-style-type: none"> • Reading of information and sources. • Develop skills of narrative writing and explaining significance. • Key words: JUSTICE DETERRENT RETRIBUTION REFORM REHABILITATION TRIAL EXECUTION TRANSPORTATION IMPRISONMENT TORTURE TREASON HERESY WITCHCRAFT

	<p> MILITANCY NATIONALISM RESISTANCE REPRESSION CIVIL DISOBEDIENCE RACISM SUPREMACY EQUALITY JUSTICE </p>	<p> CAPITAL CORPORAL SURVEILLANCE PROSTITUTION SANCTUARY HUE AND CRY TITHING BLOODY CODE HABEAS CORPUS JURY CONSTABLE REFORM ACT BORSTAL CYBERCRIME </p>
Numeracy	<ul style="list-style-type: none"> • Comparison of Black voter registration rates before and after the Voting Rights Act (1965). • Average amounts spent on black schools compared to white schools. 	<ul style="list-style-type: none"> • Analyse trends in crime rates (e.g. theft, violent crime) from historical records to modern data.
Personal Development	<p>Spiritual:</p> <ul style="list-style-type: none"> • Students explore the beliefs of civil rights leaders like Martin Luther King Jr., including his Christian faith and commitment to nonviolence. • Encourages reflection on justice, equality, and human dignity. • Students explore the beliefs of civil rights leaders like Martin Luther King Jr., including his Christian faith and commitment to nonviolence. • Encourages reflection on justice, equality, and human dignity. <p>Moral:</p> <ul style="list-style-type: none"> • Students explore the beliefs of civil rights leaders like Martin Luther King Jr., including his Christian faith and commitment to nonviolence. 	<p>Spiritual:</p> <ul style="list-style-type: none"> • Students explore how religious beliefs influenced laws and punishments (e.g. heresy, witchcraft, sanctuary). • Understanding how different societies valued justice, mercy, and punishment across time. <p>Moral:</p> <ul style="list-style-type: none"> • Debating the morality of punishments like the death penalty, torture, or the Bloody Code. • Understanding how laws evolved to reflect changing views on crime and responsibility. • Discussing controversial topics such as capital punishment, youth justice, and surveillance. <p>Social:</p>

	<ul style="list-style-type: none"> • Encourages reflection on justice, equality, and human dignity. • Imagination and creativity: Students engage with civil rights speeches, songs, and protest art, using creative responses to express understanding. <p>Social:</p> <ul style="list-style-type: none"> • Social skills and cooperation: Group activities like role-play, debates, and source analysis promote teamwork and communication. • Engagement with British values: The movement reinforces values like democracy, rule of law, individual liberty, and mutual respect. Encourages students to consider how these values apply in both U.S. and British contexts. • Conflict resolution: Understanding how leaders like MLK promoted nonviolent resistance helps students learn peaceful ways to address conflict. <p>Cultural:</p> <ul style="list-style-type: none"> • Appreciation of cultural influences: Students explore the music, literature, and art of the Civil Rights era (e.g. gospel, protest songs, poetry). • Respect for diversity: The movement teaches the importance of racial equality and multiculturalism, promoting tolerance and inclusion. 	<ul style="list-style-type: none"> • Exploring how communities enforced law (e.g. hue and cry, tithings) and how this evolved into modern policing. • British values: Studying the development of the rule of law, democracy, and individual rights through legal reforms. <p>Cultural:</p> <ul style="list-style-type: none"> • Understanding how different cultures and historical periods shaped British legal traditions. • Exploring how laws treated different groups (e.g. women, the poor, religious minorities) and how this changed over time. • Learning how Parliament influenced legal reforms (e.g. abolition of the death penalty, prison reform acts).
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