

History Subject Curriculum Map 2024-2025

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

Term	1	2	3	4	5	6		
Year 7	<p>Empires East and West c.1000. <i>This unit introduces students to four locations/stories to build contextually to understanding of what the world was like in the year 1000. Student's will study Chinese dynasties, the Islamic Empire, the Byzantine Empire and Rome to explore the enquiry question 'How connected was the world in the year 1000?'. Students will learn that contrary to many traditional depictions, the medieval world was vast, complex and interconnected. The unit explores themes of religion, trade, power and knowledge and encourages students to consider what each mini case study reveals to historians about the past.</i></p> <p><u>KS4 links to Health and the People:</u> Builds a foundation of an understanding of Islamic medicine</p> <p><u>Historical concepts & skills:</u> Similarity and difference Source inference</p>	<p>The Norman Conquest and control <i>In the first part of the unit students will learn the history of the Norman invasion – the last invasion of the British Isles. They will learn about the context of 1066 which led to the rivalry over the English throne. They will learn about the claimants and key battles of 1066. Students will study the factors which led to Norman success at the Battle of Hastings.</i></p> <p><i>In the second half of the unit students will learn about the ways in which William I kept control of his new kingdom and evaluate the extent to which he changed life in England. Students will look at aspects of life including power, religion, social organisation, castles and language, comparing these with before the arrival of the Normans to evaluate change and continuity.</i></p> <p><i>Mini-SoL on Medieval Mali: Students will investigate what the life of Mansa Musa reveals about Mali in the 14th Century. This consolidates the World Views unit and lays the foundations for the Y8 unit on the Transatlantic Slave Trade and move away from teaching from a purely Eurocentric perspective.</i></p> <p><u>KS4 links:</u> These units include important foundation knowledge, which will be built upon throughout the rest of KS3 and 4, on the themes of succession, hierarchical society and power. They also serve as an introduction the concepts of causation and change and continuity.</p> <p><u>Historical concepts & skills:</u> Causation Change and continuity Source inference</p>	Synoptic Assessment	<p>Religion in the Middle Ages <i>Religion was fundamental to life in the Middle Ages and in this unit pupils will learn the role of the Catholic Church in everyday life. The unit will explore the extent to which the Church controlled society, and popular beliefs about religion, focusing on the concept of significance to assess how significant religion really was. The topic will also introduce the use of sources and the skill of inference through religious and medical sources.</i></p> <p><i>The role of religion is a reoccurring theme throughout KS3 and 4 and is revisited again in Y7 (Challenges to kings and Islamic world) Y8 (The Reformation and the English Civil War) and KS4.</i></p> <p><u>KS4 links:</u> Significance of Church in medicine and introduction to contextual knowledge and concepts e.g. black death, miasma and care not cure and Elizabeth I's problems with religion after the Reformation, resulting in her 'middle way'.</p> <p><u>Historical concepts & skills:</u> Significance Source inference</p>	<p>England and her neighbours <i>This unit will begin by exploring why people in the medieval period joined the Crusades, building upon their understanding of medieval religion. Students will then explore England relationship with her neighbours Wales, Scotland, and France from 1247-1475. The unit will cover England's unsettled relationship with Wales, Scotland and France and key figures of resistance, alongside the development of warfare across the period.</i></p> <p><u>KS4 links:</u> Challenges to Elizabeth I (France and Scotland)</p> <p><u>Historical concepts & skills:</u> Change and continuity Source inference</p>	<p>Challenges to Medieval Kings <i>Students will investigate the main dynastic challenges of the period in order to understand the complexities of rule and politics in the Middle Ages. Students will learn about key individuals and the religious, political and social challenges they faced, including the Magna Carta and the Peasants' Revolt. Major themes will include personal and political criteria for determining success for medieval rulers, and the use and abuse of power by monarchs (including consultation, law and finance and taxation).</i></p> <p><i>This unit is important as it introduces students to key themes of threats to power and control, and the historical perspective of what constitutes a successful monarch. This is revisited in Y8 (The Reformation and English Civil War) and during KS4.</i></p> <p><u>KS4 links:</u> Challenges to Elizabeth I</p> <p><u>Historical concepts & skills:</u> Similarity and difference Significance Source inference</p>	<p>The Renaissance <i>This unit introduces students to the main themes of the Renaissance and serves as a bridging unit between the Middle Ages and the Early Modern period which they will be moving on to learning about in year 8. The SoL will focus on the growth of new ideas, scientific discoveries, the arts and the impact of the voyages of discovery and the changes they brought to the World.</i></p> <p><u>KS4 links:</u> The Renaissance period in medicine, including discoveries like the Printing Press.</p> <p><u>Historical concepts & skills:</u> Change and continuity Significance Source inference</p>	Synoptic Assessment

Henry VIII, the Reformation

Students will study the causes of the Reformation and the establishment of the Church of England through the story of Henry VIII and his desire for a male heir to the throne. Students will investigate the European Reformation and the succession crisis in England, as well as the role of key individuals including Martin Luther, Cardinal Wolsey, Pope Clement VII, Anne Boleyn and Charles V of Spain. Students will focus on the concept of causation, significance and use of evidence – including Henry VIII's love letters to Anne Boleyn – and link factors by their relative importance.

This is a turning point in European history, with the birth of the Protestant Church of England. The Reformation had implications for not only the religion of the English people, but, with the dissolution of the monasteries, also the social provisions of health care, education and support for the vulnerable. Henry VIII's decision to found the Protestant church directly leads to the 'religious rollercoaster' of the Tudor dynasty.

KS4 links to Health and the People:

Understanding the impact of the Break from Rome on England, particularly the loss of health and social care for the poor with the dissolution of the monasteries.

Historical concepts & skills:

Causation
Source inference
Interpretation evaluation

The Religious Rollercoaster

In the first part of the unit students will focus on the 'religious rollercoaster' which followed Henry VIII's decision to break from Rome. The unit looks at each of the Tudor monarchs and the changes they each made to religion during their reigns and the impact these changes had on England. Students will learn in detail about Edward VI, Mary I and Elizabeth I. Students will consider which monarch had the biggest effect on religion during the Tudor period.

The second half of this unit will be focused on Elizabeth I's reign, students will explore the main threats Elizabeth experienced during her years as Queen, including from religious plots, the Spanish Armada and poverty spreading through England. There will also be a mini focus on the Elizabethan period as the 'Golden Age of Culture'.

KS4 links to Health and the People and Elizabeth I:

This unit will provide students with contextual information on Elizabeth's background. Students will explore some of the problems caused by the Reformation, and how this impacted Elizabeth's reign, as well as the provision of medical care in the early modern period. It will serve as an introduction to key contextual knowledge and concepts required for the GCSE unit on Elizabeth I e.g. the challenges faced by a female monarch, her religious settlement, the defeat of the Spanish Armada and the introduction of the Poor Law. We also look at the 'Globe Theatre' to mirror the historic environment element of the KS4 unit.

Historical concepts & skills:

Change and continuity
Source inference

The English Civil War

Students will learn about the foundation of medieval kingship – Divine Right – and how this and other mistakes led to the breakdown of relations between Charles and Parliament between 1640 and 1642. The importance of conceptual themes will be re-enforced including the role of religion, economy and politics in causing the Civil War. Students will be introduced to the idea of long and short term causes of the Civil War and the execution of Charles I. The English civil war resulted in families fighting against families, Parliament going to war against the king and the king being found guilty of treason.

This consolidates key themes of threats to power and control covered in Year 7, as well as building on the Magna Carta as the foundation of our modern constitutional monarchy.

Historical concepts & skills

Causation
Source inference

The Slave Trade

Students will investigate the reasons for and nature of the Transatlantic slave trade, as well as the impact of popular protest, rebellion and economics in ending the slave trade. Students will gain an understanding of how the Transatlantic slave trade worked, what Britain's role was in the 'Trade triangle' and how Britain benefitted. This will be contrasted with different interpretations of black history, introducing the concept of interpretations and the need to re-evaluate the presentation of black history in the classroom. Students will learn about the role of slaves and white abolitionists in Britain in the abolition of slavery.

Studying the slave trade, resistance and abolition is important in exploring the treatment of others and integral to the understanding of black history and its impact on the world today. It encourages students to think about the moral and ethical causes of slavery, as well as the arguments both for and against abolition. As persecution and genocide continue in today's world, it is important to introduce pupils to issues that can be viewed with historical perspective and encourage them to be on the 'right side' of history in the future.

At the end of the unit, students will look at the impact of the Slave Trade on Britain, with its links to the Industrial Revolution. This unit will give students the big picture of the social, political and economic changes which took place during the Industrial Revolution and how it's success helped Britain to become one of the Great Powers of Europe.

KS4 links: John Hawkins' role in the slave trade under Elizabeth I

Historical concepts & skills:

Causation
Change and continuity
Source inference
Interpretation evaluation

The British Empire

Students will consider why countries wanted to build empire's, how did the British Empire made Britain into a world power and how the British empire was experienced in its colonies. Overall students will be encouraged to bring the final 3 units together and ask how the Slave Trade led to the Industrial Revolution and the creation of the British Empire?

This unit will build foundation knowledge which will be built on in year 9 when students move onto studying the role of imperialism in the causes of the First World War.

KS4 links: The beginnings of the colonisation of America under Elizabeth I

Historical concepts & skills:

Similarity and Difference
Usefulness of sources

The Causes of World War One

Students will develop their understanding of the concept of causation in relation to inevitability and determinism and consider the question ‘Was World War One unavoidable?’ Students will investigate the long term, short term and trigger factors leading to the first major modern warfare event.

World War One was the first conflict to involve people from all over the world, and was a turning point in the way European countries thought about war. The exploration of key concepts, including alliances, militarism, imperialism and nationalism, help students to appreciate the complex causes which led to war. This focus on causation will consolidate student’s understanding of causation from Year 8 (The Reformation and English Civil War).

Historical concepts & skills:
Causation
Source inference
Interpretation evaluation

Experience of WW1

Students will build on their contextual understanding of the causes of WW1 to explore what the experience of WW1 was like on the front line and at home in Britain. Students will cover why men volunteered to fight, trench warfare and key events of WW1 including the Battle of the Somme. The different experiences of individuals including women and Empire soldiers will be considered. Students will study why World War One became known as the ‘war to end all wars’ as it was fought on a scale never seen before.

New methods of fighting, such as the introduction of trench warfare, and the introduction of new technology, machinery and ease of communication, meant that World War One had a long lasting impact on the World and had a direct impact on the actions taken by the main powers in the years following the armistice.

Historical concepts & skills:
Similarity and difference
Causation
Source inference
Interpretation evaluation

KS4 links to Health and the People and Conflict and Tension: The impact of war on the development of medicine and treatment, including surgery and inventions during WW1. As well as long-term causes in Conflict and Tension.

The journey to WW2

This unit continues students’ focus on the political tensions of the 20th century and considers the key failures for peace following the end of the First World War. Students will study the attempts to build peace after war, international diplomacy and relationships between different countries and the introduction of international organisations such as the League of Nations. The SoL looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. The unit will look at the impact these agents had on Europe and particularly Germany. The latter part of the course will focus on the rise of Hitler and the causes of the outbreak of World War Two.

Not only did these failed attempts at peace lead to the outbreak of the Second World War, but this also meant the rise of Hitler and the Holocaust. Pupils will need to consider inevitability and determinism alongside historical perspective and hindsight.

KS4 links: Introduction to main themes from the KS4 Conflict and Tension 1919-1939 unit.

Bridging Unit on WW2

Students will build on their understanding of Hitler’s rise to power to gain an understanding of life in Europe during WW2 and the key events which led to an allied victory.

Historical concepts & skills:
Causation and consequence
Source utility

The Holocaust

Students will build on their understanding of Hitler’s rise to power to investigate the events surrounding and leading up to the Holocaust. Students will investigate anti-Semitism over time and the persecution of Jews in the 20th century. The unit will particularly focus on the treatment of Jews in Germany and the increasing persecution which led to the ‘final solution’ of the Holocaust.

This unit gives students the space to consider the social responsibility they hold to ensure that the horrors of the Holocaust are not repeated, by considering what it means to be who they are and the role they can play in society.

Historical concepts & skills:
Change and continuity
Source inference

The Civil Rights Movement and Post war Britain:

Students will learn about key features of Post-War Britain, including the changing roles of women, children and immigration. Students will also continue their understanding of the fight for Civil Rights in Britain and the USA. Students will learn about key aspects of segregation and discrimination as well as defining campaigns of the global Civil Rights movement.

This unit will encourage students to think about the social and moral implications of segregation and equal treatment, especially in relation to issues present in society today.

KS4 links to USA 1920-73: Builds a foundation of an understanding of the discrimination Black Americans faced and turning points of the Civil Rights Movement.

Historical concepts & skills:
Causation
Significance
Interpretation evaluation

	1	2	3	4	5	6
Year 10	<p>Health and the People <i>Students will start with a thematic study of the history of medicine in Britain from the Middle Ages to the present day. This unit will give students an insight into the ways in which Britain has changed over the last 1000 years, through the lens of medical understanding and treatment. This will give students an overview of the chronology of all the historical periods they will study over the GCSE course. Students will investigate medical beliefs and factors influencing understanding, including the role of the Church, government, science and technology and specific individuals over the Medieval, Early Modern, 19th century and Modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be expected to draw on second order concepts of change, continuity, causation and/or consequence, chronology, significance and source analysis which will help them to develop key second order concept skills to become critical thinking, academic historians.</i></p> <p><u>Historical concepts & skills:</u> Source utility Significance Continuity Causation</p>		<p>Health and the People continued...</p>	<p>Elizabethan England 1568-1603 <i>In this unit students will study Elizabeth I's reign in depth. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints. Students will learn about Elizabeth's upbringing, relationship with Parliament and threats to her reign. Students will study the Elizabethan 'Golden Age of Culture', including living standards and fashions, growing prosperity and the rise of the gentry and the Elizabethan theatre, circumnavigation and trade. Students will look at the problems Elizabeth faced including the question of religion, political threats, plots against Elizabeth, Mary Queen of Scots and the Spanish Armada.</i></p> <p><i>The study of the historic environment will focus on a particular site in its historical context and will examine the relationship between a specific site and the key events, features and developments of the period. Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence. Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, fashion and culture of the period, significant individuals, how they were governed and their beliefs and values. Students will also compare how the key features of the site have changed from earlier periods, and understand how these features may have changed or stayed the same during the period.</i></p> <p>Historical concepts & skills: Interpretation evaluation Significance Causation and consequence Similarity and difference (HES)</p>		<p>Elizabethan England continued...</p>
Year 11	<p>America, 1920–1973: Opportunity and inequality <i>This period study focuses on the development of the USA during a turbulent half century of change. Beginning in the post-war 'Boom' era, students will explore the rise in prosperity alongside the increasing division along racial and social lines during the 1920s; the economic crash and the effect of the Second World War on the economy, politics and society. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.</i></p> <p><i>Students will study the political, economic, social and cultural aspects of these two experiences and the events that brought about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</i></p> <p><u>Historical concepts & skills:</u> Interpretation evaluation Causation Change and continuity</p>		<p>Conflict and Tension, 1918–1939 <i>Students will revisit this wider world depth study which enables students to understand the complex and diverse interests of different individuals and states including the Great Powers in the years after the First World War. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by, and influenced, international relations.</i></p> <p>Historical concepts & skills: Source utility Causation and consequence</p>	<p>Revision <i>Having covered the GCSE course, students will spend the following term consolidating their understanding, perfecting exam technique and writing under timed conditions. This will enable our students to feel as confident as possible when sitting the GCSE exam.</i></p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 12</p>	<p>Paper 1: In search of the American Dream: the USA, c. 1917-96 <i>This paper comprises a study of the dramatic political, economic and social transformation of the USA in the twentieth century. From the convulsive impact of the First World War to the pre-eminence of Reaganism in the 1980s, this was an era which saw the USA challenged by the consequences of political, economic and social inequalities at home, while maintaining its position as a world superpower. The USA was, and is, a country of contradictions. Radical revolutionaries had fought for independence from Britain in the 1770s but conservatism was the prevailing political attitude. The 'American Dream' was of security and prosperity but equality of opportunity often meant 'rugged individualism': sorting out one's own problems. Meanwhile ethnic minorities, women, the poor, social minorities and radicals often struggled to be heard in the 'land of the free'. The history of the USA in the twentieth century can be seen as the history of ordinary Americans trying to come to terms with these contradictions.</i></p> <p>Paper 2: South Africa 1948-94 From Apartheid state to 'rainbow nation' <i>This unit studies South Africa's journey through Apartheid legislation under the National Party, the growth of opposition to Apartheid, before the 1994 elections and so-called 'rainbow nation'. The unit explores key individuals and groups involved, such as the ANC and Nelson Mandela. Students will analyse contemporary sources, building on their source skills from KS4, to evaluate source utility, while continuing to develop essay writing skills.</i></p> <p><u>Historical concepts & skills:</u> <i>Source utility Causation and consequence Change and continuity Similarity and difference Significance</i></p>	<p>Coursework</p> <p>Rise of the Nazis in Germany:</p> <p><i>This unit is the culmination of the seven year History journey at TEA, bringing together the skills of source work, interpretations and historical writing in an independent essay of 3-4000 words. By evaluating the work of different historians, students will gain a deeper understanding of Nazism, alongside the disciplinary process of historical research.</i></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 13</p>	<p>Paper 3: Tudor Rebellions <i>This unit studies the entirety of the Tudor dynasty, focusing in depth on the rebellions that the monarchs faced as well as the domestic changes that the Tudors implemented across the 118 years that they ruled England. The unit explores how well the Tudors controlled England and Wales and the challenges that they faced both internally and externally. Students will analyse contemporary sources, focusing on their limitations and usefulness, as well as comparing and evaluating factors to use within their breadth and depth essays.</i></p> <p><u>Historical concepts & skills:</u> <i>Source utility Causation and consequence Change and continuity Similarity and difference Significance</i></p> <p>Coursework (continued) - Rise of the Nazis in Germany:</p> <p><i>This unit is the culmination of the seven year History journey at TEA, bringing together the skills of source work, interpretations and historical writing in an independent essay of 3-4000 words. By evaluating the work of different historians, students will gain a deeper understanding of Nazism, alongside the disciplinary process of historical research</i></p>	<p>Revision:</p> <p>Paper 1: In search of the American Dream: the USA, c. 1917-96</p> <p>Paper 2: South Africa 1948-94 From Apartheid state to 'rainbow nation'</p> <p>Paper 3: Tudor Rebellions</p>	
<p>Impact: At KS3 progress is measured through termly tracking of key pieces of work based on the target concept or skill, and marked exam questions. At KS4 progress is measured through regular GCSE exam questions. Students will use knowledge quizzes as homework as well as retrieval practice in lessons to embed core knowledge. This is formatively assessed in lessons via questioning and memory platform quizzes. The outcomes of both written work and in-class formative assessment will be used to inform teaching and revision, with the aim of moving students towards achieving mastery. Students will be encouraged to engage with topic specific 'Read, watch, do' lists which will help to build wider contextual understanding, encourage literacy and inspire students to read and research around the subject they are studying in class, by watching, visiting and engaging with a range of historical resources outside school. These lists comprise of a mixture of relevant period fiction books, documentaries, period films, podcasts, and museum exhibits. Levels of engagement with history will be measured by numbers of students choosing to continue studying History at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in history to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals.</p>			