

History Curriculum Map 2019-20

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	<p>What is history? (2 weeks)</p> <p>What has been the impact of foreign settlers on Britain?</p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b>Importance:</b></p> <p>Development of modern and multicultural Britain. Important issues of immigration, culture and diversity.</p>	<p>What has been the impact of foreign settlers on Britain?</p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b>Importance:</b></p> <p>Development of modern and multicultural Britain. Important issues of immigration, culture and diversity.</p>	<p>How did the Normans establish their rule in England?</p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b>Importance:</b></p> <p>Development of feudal society. Development of the British monarchy.</p>	<p>How important was medieval religion?</p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b>Importance:</b></p> <p>Culture and diversity. Religious conflict between faiths – directly linked to current affairs and international relations.</p>	<p>What challenges did the Crown face in medieval England?</p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b>Importance:</b></p> <p>Development of the British monarchy. Development of British democracy and the principle of rule of law. Changing relationships between the state and religion.</p>	<p>What were the social and economic effects of the Black Death?</p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b>Importance:</b></p> <p>Culture and diversity.</p>

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<p>Year 8</p>	<p>Why was King Henry VIII such a controversial historical character?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Changing relationship between the monarchy and religion. Religious persecution. Increasing power of the monarchy. Significant historical figure.</p>	<p>How successful was Queen Elizabeth I in dealing with problems during her reign?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Changing relationship between the monarchy and religion. Religious persecution and tolerance. Increasing power of the monarchy. Significant historical figure.</p>	<p>What was the impact of the English Civil War?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Conflict between the monarchy and Parliament. Development of British parliamentary democracy. Declining power of the monarchy. Religious conflict.</p>	<p>To what extent did science, religion and society change in the 17<sup>th</sup> century?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Culture and diversity. Development of ideas in science and medicine.</p>	<p>How did society change during the Industrial Revolution?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Culture and diversity. Development of modern towns and cities. Development of public health.</p>	<p>Why was Transatlantic Slavery abolished in Britain in 1807?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Important issues of racism and discrimination. Culture and diversity. Abolition movement.</p>
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<p>Year 9</p>	<p>Was the Great War really a 'great' war?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Direct link to current affairs and international relations.</p>	<p>Did the First World War win women the vote?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Development of female suffrage. Development of British democracy. Equality within society. Development of great social freedoms and economic opportunities for women.</p>	<p>Why did Germany change from democracy to dictatorship by 1933?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Dangers associated with the rise of extremism. Direct link to current affairs and international relations. Cultural diversity. Significant historical figure.</p>	<p>What impact did the rise of Nazism have in Germany 1933-45? (Holocaust)</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Cultural diversity. Direct link to current affairs. Modern genocides. Important issues of racism and discrimination.</p>	<p>What were the causes of the Second World War?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Direct link to current affairs and international relations.</p>	<p>How far did American society change in the 20th Century?</p> <p><b><u>History Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Causation – cause and consequence</li> <li>- Significance</li> <li>- Analysis of historical evidence and interpretations</li> <li>- Change and continuity</li> </ul> <p><b><u>Importance:</u></b></p> <p>Direct link to current affairs. Important issues of immigration, racism and discrimination. Development of greater social freedoms and economic opportunities for women.</p>
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<p>Year 10</p>	<p><u>Section A: Period Studies 1B Germany, 1890–1945: Democracy and dictatorship</u></p> <p><u>Content</u> Pupils develop subject knowledge of Germany in the period 1890-1929: Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Pupils develop an understanding of the impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p>	<p><u>Section A: Period Studies 1B Germany, 1890–1945: Democracy and dictatorship</u></p> <p><u>Content</u> Pupils learn about the impact of the Depression on Germany in the period 1929-1934: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal. Pupils investigate the failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor. Finally, pupils consolidate their learning of this period with the establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long</p>	<p><u>Section A: Period Studies 1B Germany, 1890–1945: Democracy and dictatorship</u></p> <p><u>Content</u> Pupils learn about the economic changes in Germany in the period 1933-1945: the benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Pupils learn about social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.</p>	<p><u>Section B: Wider World Depth Studies: Conflict and Tension 1918-1939</u></p> <p><u>Content</u> Pupils learn about the immediate aftermath of WWI: The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. Pupils assess the Versailles Settlement and its impact on Germany, including objections, strengths and weaknesses and the problems faced by new states.</p>	<p><u>Section B: Wider World Depth Studies: Conflict and Tension 1918-1939</u></p> <p><u>Content</u> Pupils learn about the League of Nations 1920-1939: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures. Pupils also learn about diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. Finally, pupils study the collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.</p>	<p><u>Section B: Wider World Depth Studies: Conflict and Tension 1918-1939</u></p> <p><u>Content</u> Pupils learn about the development of tension and causes of WWII 1933-1939: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. Pupils study the escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. Finally, pupils study the outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact;</p>
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	<p>Pupils then study Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. Pupils also develop source analysis skills throughout and develop their quality of written communication.</p>	<p>Knives; Hitler becomes Führer. Pupils further develop their source analysis skills and develop the quality of their written communication.</p>	<p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. Pupils learn about the causes and consequences of hatred, intolerance and genocide.</p>		<p>Pupils make connections to today's United Nations Organisation, understanding how world issues are discussed and the power of nations work together</p>	<p>the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.</p>
Year 11	<p>Thematic study. Health and the People c1000 to the present day</p> <p><u>Content</u></p> <ol style="list-style-type: none"> <li>1. Medicine stands still</li> </ol>	<p>Thematic study. Health and the People c1000 to the present day Part two: The beginnings of change</p> <p><u>Content</u></p> <ol style="list-style-type: none"> <li>2. A revolution in medicine</li> </ol>	<p>Thematic study. Health and the People c1000 to the present day</p> <p><u>Content</u></p> <ol style="list-style-type: none"> <li>3. A revolution in medicine (continued)</li> <li>4. Modern medicine</li> </ol>	<p>British depth study Elizabethan England, c1586–1603</p> <p><u>Content</u></p> <ol style="list-style-type: none"> <li>5. Elizabeth's court and Parliament.</li> </ol>	<p>British depth study Elizabethan England, c1586–1603</p> <p><u>Content</u></p> <ol style="list-style-type: none"> <li>7. Life in Elizabethan times.</li> <li>8. Historic environment.</li> </ol>	Exam & Preparation

	<p>Medieval medicine: approaches including natural, supernatural, ideas of Hippocrates and Galen; the medieval doctor; training, beliefs about cause of illness. Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.</p> <p><u>Skills</u> Subject knowledge Source analysis Quality of written communication</p> <p><u>Assessment</u> Homework exam questions</p>	<p>The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday</p>	<p>Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic</p>	<p>6. Troubles at home and abroad.</p> <p>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies</p>	<p>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. Students will be examined on a specific site in depth. 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</p>	
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	<p>Teacher assessment Subject knowledge quiz</p>	<p>medical treatments and remedies. A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</p> <p><u>Skills</u> Subject knowledge Source analysis Quality of written communication</p> <p><u>Assessment</u> December Mock Exam</p>	<p>resistance; alternative treatments. The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21<sup>st</sup> century.</p> <p><u>Skills</u> Subject knowledge Source analysis Quality of written communication</p>	<p>towards religious matters. Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</p> <p><u>Skills</u> Subject knowledge Source analysis Quality of written communication</p> <p><u>Assessment</u> Homework exam questions Teacher assessment Subject knowledge quiz</p>	<p>features of the specified site and understand their connection to the wider historical context of the period. Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.</p> <p><u>Skills</u> Subject knowledge Source analysis Quality of written communication</p> <p><u>Assessment</u> Homework exam questions Teacher assessment Subject knowledge quiz</p>	
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Year 12	<p><b>Paper 1: Britain 1918-1997</b></p> <p>Political: 1918 election, coalition, decline of Liberals, Baldwin, Labour and the National Government, wartime coalition, consensus era</p> <p><b>Paper 2: The USA: Boom and crash 1920-29</b></p> <p>Economic Boom Racism, intolerance and social changes Cultural changes The Wall Street Crash</p>	<p><b>Britain 1918-1997</b></p> <p>Economic: impact of war, coal, General Strike, Decline of staple industries, Gold Standard, WSC and Depression, War, Consensus era</p> <p><b>Paper 2: The USA: The Depression and the New Deal 1929-38</b></p> <p>Impact of the depression on the economy Hoover and the depression Roosevelt's New Deal</p>	<p><b>Britain 1918-1997</b></p> <p>Welfare: Pre-1939 situation, Beveridge report, 1944 Education Act</p> <p><b>Paper 2: The USA: The impact of the New Deal 1933-38</b></p> <p>Impact on minority groups Social change Culture change Economic recovery</p>	<p><b>Britain 1918-1997</b></p> <p>Cultural and social: growth of a consumer society, changing class system, the permissive society, changes in youth culture, changes in mass media, race and immigration</p> <p><b>Paper 2: The USA: The impact of the Second World War on the USA 1939-45</b></p> <p>Minority groups Impact on women Economy &amp; industry Hollywood Employment</p>	<p><b>Britain 1918-1997</b></p> <p>Thatcher: economic policies and their impact, impact on society/social divisions impact on political system</p> <p><b>Paper 2: The USA: The transformation of the USA, 1945-55</b></p> <p>Changing employment opportunities Growth of suburbs Consumer society Cold War McCarthyism Cultural change Civil rights up to 1955</p>	<p><b>Britain 1918-1997</b></p> <p>Thatcher: impact on political system</p> <p><b>Unit 4: Britain and Ireland</b></p> <p>Context 1800-1921</p> <p>Introduction to Paper 3 The Tudors in rebellion and disorder 1485-1603.</p>



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<p>Year 13</p>	<p>Aspects in depth: Challenges to authority</p> <ol style="list-style-type: none"> <li>1. Challenging the succession, 1485-99</li> <li>2. Understanding the A Level Paper 3 exam.</li> </ol> <p><b>Unit 4: Britain and Ireland:</b> Content-1969-1979</p> <p>Skills- historiography, research, drafting, citation</p> <p><b>Britain 1918-1997</b></p> <p>Revision of Unit 1 , theme 1</p>	<p>Aspects in depth: Challenges to authority</p> <ol style="list-style-type: none"> <li>3. Challenging religious changes, 1533-37</li> <li>4. Agrarian discontent: Kett’s rebellion, 1549</li> </ol> <p><b>Unit 4: Britain and Ireland</b> Skills</p> <p><b>Britain 1918-1997</b></p> <p>Revision of Unit 1 , theme 2</p>	<p>Aspects in depth: Challenges to authority</p> <ol style="list-style-type: none"> <li>5. Queen takes queen? The revolt of the Northern Earls, 1569-70</li> <li>6. Troublesome Ireland: Tyrone’s rebellion, 1594-1603</li> </ol> <p><b>Unit 4: Britain and Ireland:</b> individual phase</p> <p><b>Britain 1918-1997</b></p> <p>Revision of Unit 1, theme 3</p>	<p>Aspects in breath: Controlling a fractious nation – changes in Tudor government 1485-1603.</p> <ol style="list-style-type: none"> <li>7. Changes in governance at the centre</li> </ol> <p><b>Unit 4: Britain and Ireland:</b> individual phase</p> <p><b>Britain 1918-1997</b></p> <p>Revision of Unit 1 , theme 4</p>	<p>Aspects in breath: Controlling a fractious nation – changes in Tudor government 1485-1603.</p> <ol style="list-style-type: none"> <li>8. Gaining the cooperation of the localities</li> </ol> <p><b>Britain 1918-1997:</b> revision of Unit 1, Section C</p>	<p>Exam &amp; Preparation</p>
<p>ORACY/LIT/NUM</p>						
<p>CULTURAL CAPITAL</p>						