

KS3 Curriculum Map – History

Year 7: How has **power** been gained and organised?

| Year 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|---|---|---|--|--|---|
| Topic | Why did William win the battle of Hastings? How did the Normans consolidate power? | Why was Matilda's legitimacy denied? How far did spirituality change in Early Modern Ethiopia? | What was the greatest challenge to the monarchy's power in the Middle Ages? | How was there so much learning at the 'end of the earth'? | How did the Reformation disturb the spiritual life of Tudor England? | How did the 'Great Mughals' rule over India? |
| Assessment | Battle of Hastings assessment | Factual recall assessment Explanation of most significant challenge | Change and continuity assessment | Year 7 exam week including questions on primary sources | Factual recall assessment | Comparison assessment |
| Historical skills | Causation Interpretations | Significance Similarity & difference Primary sources | Change and continuity Similarity and difference | Change and continuity Primary sources | Causation Change and continuity | Interpretations Causation Significance Similarity and difference |

Year 8: How has **authority** been challenged and changed?

| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|--|--|---|---|---------------------------------------|
| Topic | Why did the world 'turn upside down' in 1649? How much did the world really 'turn upside down' in 1649? | Why is the British Empire so controversial? | How 'dark' was the story of Africa? How far did New World slavery turn Africans into Negroes? | How can the Industrial Revolution be said to be revolutionary? How should we remember the 'avengers of the New World'? | Did the abolition movement turn enslaved Africans into 'men and brothers' or 'women and sisters'? Why did the world go to war in 1914? | How was the Holocaust able to happen? |
| Assessment | Causes of Civil War | Year 8 Exam week | Factual recall assessment | Significance enquiry on Haiti | Causes of World War One | No formal assessment |
| Historical skills | Causation Significance Change and continuity | Interpretations Causation Significance | Interpretations Significance Similarity and difference | Significance | Similarity and difference Significance Causation Primary sources | Causation |

Year 9: How and how far was society revolutionised in the 20th century?

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|---|---|---|--|---|--|
| Topic | <i>How have black people struggled against injustice in Britain in the 20th century?</i> | <i>To what extent have African American civil rights improved since 1865?</i> | <i>How can we learn about the history of people on the 'edges of society'?</i> <i>To what extent did women make progress in the 20th century?</i> | <i>How far was decolonisation driven by the colonised?</i> | <i>To what extent was the Russian Revolution driven by a small group of fanatics?</i> | <i>Introduction to GCSE content Germany before WW1</i> |
| Assessment | Newspaper article explaining the significance of black British struggles against injustice. | Comparison essay on British & American civil rights movements | Factual recall assessment | Causation essay | Interpretations questions Year 9 exam week | No formal assessment |
| Historical skills | Primary sources Local history Change and Continuity Historical significance | Change and continuity Cause and consequence Similarity and difference | Primary sources Change and continuity | Causation Interpretations | Causation Significance Interpretations | Change and continuity |

KS4 Curriculum Map – History – AQA GCSE

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--------------------------------------|--|--|--|--|--|--|--|
| Topic | Conflict and Tension between East and West, 1945-1972 | | Britain: Migration, empires and the people: c.790-present day | | | | |
| Assessment | 12-mark account questions and 16-mark significance questions | Sources questions | Ye ar 10 Exa m | Sources questions | Significance questions | Compare questions | Thematic 16-mark questions |
| Link with GCSE Skills and AOs | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources |

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|--|--|--|--|--|----------|
| Topic | Revision of Germany 1890-1945: Democracy & Dictatorship | Revision of Conflict and Tension between East and West, 1945-1972 | Revision of Britain: Migration, empires and the people: c.790-present day | Revision of Conflict and Tension between East and West, 1945-1972 | General revision / exams NB: Students will probably only be examined on THREE units (Migration, Conflict & Tension and Germany) not four as in previous years. | |
| Assessment | Full Germany paper | Full Conflict & Tension paper | Full Migration paper | Full Conflict & Tension paper | | |
| Link with GCSE Skills and AOs | A01: Knowledge & Understanding AO2: Historical analysis AO4: Interpretations | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | A01: Knowledge & Understanding AO2: Historical Analysis AO3: Primary sources | | |

KS5 Curriculum Map – History – EdExcel A Level

| Year 12 | Autumn term | | Spring term | | Summer 1 | Summer 2 |
|----------------------------------|--|--|---|---|--|---|
| Topic | Teacher 1 (3 lessons per week) | Teacher 2 (2 lessons per week) | Teacher 1 (3 lessons per week) | Teacher 2 (2 lessons per week) | Revision for both topics | Coursework: The Holocaust - <i>Historians have disagreed about.... What is your view about....?</i> |
| | Unit 1F: In search of the American Dream: the USA, c1917–96 | Unit 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation' | Unit 1F: In search of the American Dream: the USA, c1917–96 | Unit 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation' | | |
| Assessment | Exam Week at end of Autumn term 1 Section A type question (20 marks): How accurate is it to say that... / How far do you agree that... / To what extent... | Exam Week at end of Autumn term 1 Section B type question (20 marks): How accurate is it to say that... / How far do you agree that... / To what extent... | Exam Week at end of Spring Term 1 Section B type question (20 marks): In the light of differing interpretations, how convincing do you find the view that...? | Exam Week at end of Spring Term 1 Section A type question (20 marks): How far could the historian make use of Sources 3 and 4 together to investigate...? | All question types assessed | Coursework assessed in Year 13. Progression Exams - all questions assessed |
| Link with A Level Skills and AOs | A01: Historical analysis, knowledge & understanding | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources | A01: Historical analysis, knowledge & understanding A03: Analysis and evaluation of historical interpretations | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources A03: Analysis and evaluation of historical interpretations | A01: Historical analysis, knowledge & understanding A03: Analysis and evaluation of historical interpretations |

| Year 13 | Autumn term | | Spring term | | Summer term |
|----------------------------------|---|--|--|--|--|
| Topic | Teacher 1 (3 lessons per week) | Teacher 2 (2 lessons per week) | Teacher 1 (3 lessons per week) | Teacher 2 (2 lessons per week) | Revision for all topics |
| | Unit 35.1: Britain: losing and gaining an empire, 1763–1914 | Coursework on an aspect of The Holocaust - <i>Historians have disagreed about.... What is your view about....?</i> | Unit 35.1: Britain: losing and gaining an empire, 1763–1914 | Coursework on an aspect of The Holocaust - <i>Historians have disagreed about.... What is your view about....?</i> Then revision for Year 12 units | |
| Assessment | Exam Week at end of Autumn term 1 Section B type question (20 marks): How accurate is it to say that... / How far do you agree that... / To what extent... | Ongoing formative assessment | Exam Week at end of Spring Term 1 Section A type question (20 marks): Assess the value of the source for revealing... | Coursework due in February | A Level exams |
| Link with A Level Skills and AOs | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources | A01: Historical analysis, knowledge & understanding A03: Analysis and evaluation of historical interpretations | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources A03: Analysis and evaluation of historical interpretations | A01: Historical analysis, knowledge & understanding A02: Analysis and evaluation of primary sources A03: Analysis and evaluation of historical interpretations |