

# History Curriculum Map

Key = matching colours denote links between topics either in content or skills across year groups and key stages.

	<b>CAUSE AND CONSEQUENCE</b>		<b>CHANGE AND CONTINUITY</b>
	<b>SIGNIFICANCE</b>		<b>INTERPRETATIONS</b>
	<b>DIVERSITY</b>		<b>EXTERNAL EXAMS</b>

<b>KEY STAGE 3</b>	<b>7</b>	Why did the Roman Empire collapse?	How should the Vikings be remembered?	How did the Normans gain and maintain control in England, 1066-87?	Why did the power in Medieval England shift?	How different was the Medieval World?	What was the impact of the Silk Roads?	Which Tudor monarch had the most significant impact in England?	Why did some people think the world was ending in 1666?
	<b>8</b>	What happened when the British arrived in Africa?	How did cotton transform Britain?	Who should take credit for the abolition of TAST?	Did abolition mean the end of slavery?	How did experiences of the British Empire differ around the world?	How did the Industrial Revolution change the lives of British people?	How did 'Revolutions' shape societies?	How did industrial action change the position of the working-class?
	<b>9</b>	How are the events of World War One documented?	How did post-World War One events shape societies across the world?	How did the key battles shape World War Two?	To what extent was the Holocaust unprecedented but not unique?	To what extent was equality achieved in America and Britain in the 20th Century?	To what extent has Mansfield changed over time?		

By the end of KS3, students will have explored local, national, European, and global history, from pre-1066 through to the present, developing a chronological understanding through the linear nature of the curriculum. Students will consider how people's lives have been shaped and how Britain has been influenced by the wider world. Students will understand historical concepts, and apply them within different approaches to historical enquiry. Using Historian's works such as River Kings and Empireland provide opportunities for students to use historian's views and discern how and why contrasting arguments and interpretations of the past have been constructed. Students will be able to organise and communicate their historical knowledge through extended writing and reach their own conclusions about the past.

<b>KEY STAGE 4</b>	<b>10</b>	Crime and Punishment c1000AD-present	Superpower Relations and the Cold War c1941-1991	Weimar and Nazi Germany c1919-1939
	<b>11</b>	Weimar and Nazi Germany c1919-1939	Early Elizabethan England 1558-1588	GCSE REVISION AND EXAMS

By the end of KS4, students will be able to write confidently and fluently about a range of events, along with their causes, consequences, and wider significance. They will be able to evaluate a range of competing factors and produce an evidentially supported, analytical judgement. Within this, students should have a greater consideration of the wide diversity of human experience and cultures, engaging in historical enquiry using contemporary sources to develop as independent learners and as critical and reflective thinkers. Students will have secure contextual knowledge about the core aspects in each unit and can apply this to their analysis of different sources and historical interpretations.

<b>KEY STAGE 5</b>	<b>12</b>	Anglo-Saxon England and the Anglo-Norman Kingdom c1053-1106	The Witch Craze in Britain, Europe and North America c1580-1750: Depth element	Non-Examined Assessment Taught Course Element
		The Crusades c1095-1204		
<b>13</b>	Non-Examined Assessment	The Witch Craze in Britain, Europe and North America c 1850-1750: Breadth element	A LEVEL REVISION AND EXAMS	

By the end of KS5, students will have engaged critically with the views of different historians, established the parameters of the historiographical debates that exist within different areas of content, and justified their position within this framework. Students will be able to analyse a source's utility and purpose, based on their content and provenance, as well as applying precise and in-depth contextual knowledge to particular historical questions, resulting in nuanced and sophisticated evaluations.