

History Curriculum Map

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

	CAUSE AND CONSEQUENCE		CHANGE AND CONTINUITY
	SIGNIFICANCE		INTERPRETATIONS
	DIVERSITY		EXTERNAL EXAMS

KEY STAGE 3	7	How do we become a Historian?	Who were the Vikings?	How did William the Conqueror gain control over England?	What were the sources of power in the Medieval world?	What makes a successful medieval monarch?	To what extent was the Tudor era a golden age?	Why did the 'world turn upside down' in the Stuart era?	What was pre-colonial Africa like?
	8	What happened when the British arrived in Africa?	Who should take credit for the abolition of the TAST?	Did abolition mean the end of slavery?	Why is the British empire 'the prism in which the rest of the world views Britain'?	How should we remember the British Empire?	Why was the 19 th century the 'Age of Revolution'?	Was the industrial revolution an opportunity or a danger?	
	9	How did expectations of WWI differ from reality?	What can the story of Nina Lugovskaya teach us about Stalin's USSR?	What different stories do we tell about WWII?	What lessons must we learn from The Holocaust?	What does it mean to be British in the modern day?	Why did the Metropolitan police fail to catch Jack the Ripper?		

By the end of KS3, students will have explored a range of 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 such as change and continuity, cause and consequence, significance, diversity, and interpretation, and apply them within different approaches to historical enquiry. Book studies, using texts such as Black and British, River Kings, the Restless Republic, Empireland, and Liberty's Dawn provide the opportunity 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.

KEY STAGE 4	10	Early Elizabethan England 1558-1588	Crime and Punishment c1000AD-present	Weimar and Nazi Germany c1919-1939
	11	Weimar and Nazi Germany c1919-1939	Superpower Relations and the Cold War c1941-1991	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 each unit and can apply this to their analysis of different sources and historical interpretations.

KEY STAGE 5	12	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		
13	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.