

HISTORY CURRICULUM MAP			
A. FORMAL KEY STAGE FIVE HISTORY ADVANCED LEVEL CURRICULUM			
Core Threads	By the end of key stage FIVE we want all students of HISTORY to know and do the following key things: become effective and independent learners; be critical and reflective thinkers with curious and enquiring minds; ask relevant, searching questions about the past; research with confidence; understand key historical terminology and concepts; communicate their historical knowledge; argue a case with substantiated judgements, reach sound conclusions.		
Prior Knowledge	In KS5, students of HISTORY will build on the following prior learning : pupils have knowledge of the reign of Tudor monarchs from KS3 History; study of GCSE History allows pupils to apply their knowledge of the Cold War to the A Level; analysis of historical interpretations from Paper 3 of GCSE History provides pupils with a strong foundation in assessing convincing arguments by historians are in relation to the Tudor dynasty; knowledge of how to analyse the reliability, provenance and context of historical sources from GCSE History Papers 1 and 3 is fundamental to the analysis of sources in the American Dream unit.		
Future Knowledge	The Curriculum in KS5 HISTORY will prepare students for the following future learning : develop an interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance; acquire an understanding of different identities within society; and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate; build towards highly developed analytical skills through their independent historical enquiry.		
Year 12	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Tudors : Pupils study the reign of Henry VII. American Dream : Pupils study Truman’s Presidency. Establish Core essay writing: application of evidence, developing and sustaining a consistent argument and evaluation.	Essay or Source/Extract Questions
	T2	Tudors : Pupils study the reign of Henry VII American Dream : Pupils study Truman/Eisenhower presidencies. Evolve core essay writing: analysis of source/extracts to assess <i>utility</i> , which means its <i>usefulness</i> as a source.	Essay or Source/Extract Questions
	T3	Tudors : Pupils study the reigns of Henry VII and Henry VIII. American Dream : Pupils study Eisenhower’s presidency. Embed Core essay writing: analysis of source/extracts to assess utility (i.e., the usefulness of a source)	Essay or Source/Extract Questions
	T4	Tudors : Pupils study the reign of Henry VIII. American Dream : Pupils study Kennedy’s presidency. Practise Core essay writing: analysis of sources to assess utility & application of evidence, developing an argument and evaluation.	Essay or Source/Extract Questions
	T5	Non-Examined Assessment (Coursework) : Pupils study the fall of Tsardom in Russia in preparation for their NEA. Tudors : Pupils study the reign of Henry VIII. American Dream : Pupils study Kennedy/Johnson presidencies. Utilise Core essay writing: analysis of sources to assess utility & application of evidence, developing and sustaining a consistent argument.	Non-Examined Assessment (research and posing a question stage)
	T6	Tudors : Pupils study the reign of Henry VIII. American Dream : Pupils study Kennedy/Johnson presidencies. Re-visit Core essay writing: analysis of sources to assess utility & application of evidence, developing a sustained argument.	Internal Interim Examination: 2 essays. 1 hr 45 minutes
Year 13	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Tudors : Pupils study the reigns of Henry VIII and Edward VI. American Dream : Pupils study the presidency of Johnson. Pupils further develop core essay writing analysis of source/extracts to assess utility & application of evidence and evaluation. NEA : Pupils Non-Examined Assessment (NEA) coursework is ongoing.	Essay or Source/Extract Questions First draft of Non-Examined Assessment (milestone 1)
	T2	Tudors : Pupils study the reign of Mary I. American Dream : Pupils study the presidency of Johnson. Pupils internalise essay writing analysis of sources; assess utility & application of evidence. NEA is ongoing.	Essay or Source/Extract Questions Penultimate draft of Non-Examined Assessment (milestone 2)
	T3	Tudors : Pupils study the reign of Elizabeth I. American Dream : Pupils study the presidency of Nixon. Pupils hone core essay writing analysis of source/extracts to assess utility & application of evidence and evaluation. NEA is ongoing.	Internal interim Examination: One extract and one source. 2 hrs Final draft of Non-Examined Assessment (milestone 3) Friday 6th March 2026 : Final submission of coursework.
	T4	Tudors : Pupils study the reign of Elizabeth I. American Dream : Pupils study Nixon/Ford & Carter presidencies. NEA : Pupils Non-Examined Assessment (NEA) coursework is completed and submitted. Pupils revise, fully embedding essay analysis skills, to assess utility & application of evidence and evaluation.	Essay or Source/Extract Questions
	T5	Tudors : Pupils study the reign of Elizabeth I. American Dream : Pupils study Ford & Carter presidencies. Pupils revise and fully embed core essay writing analyses of extracts to assess utility & application of evidence & evaluation.	Essay or Source/Extract Questions
B. WIDER KEY STAGE FIVE HISTORY CURRICULUM			
- Cross-curricular links facilitated via an understanding of key events, periods and societies in local, British, and wider world history, and of the wide diversity of human experience. - Wider reading encouraged through the subscription to the <i>Historical Association</i>. - Key Stage Five Students are also provided with the opportunity to become a History Prefect - running activities, supporting younger learners, promoting History at open evenings			

HISTORY CURRICULUM MAP

A. FORMAL KEY STAGE FOUR HISTORY GCSE LEVEL CURRICULUM

Core Threads	By the end of key stage FOUR we want all students of HISTORY to know and do the following key things: explain & analyse historical events and periods studied using historical concepts; analyse, evaluate, and use sources to make substantiated judgements in the context of historical events studied; and evaluate why interpretations differ according to context.
Prior Knowledge	In KS4, students of HISTORY will build on the following prior learning : GCSE Paper 1: The following topics from KS3 will be revisited in this unit within the context of a thematic study about medicine through time: The Black Death 1348, and The Western Front 1914-18. GCSE Paper 2: The following topics from KS3 will be revisited in this unit within the context of a period study: Anglo-Saxon England; Key Battles in 1066 including the Norman Conquest & Norman England. GCSE Paper 3: The following topics will be revisited within the context of a depth study: The Treaty of Versailles, and the rise of Adolf Hitler. Skills: In KS3 pupils learn how to make inferences from sources; analyse the utility of sources; and address causation questions; and develop their analytical skills.
Future Knowledge	The Curriculum in KS4 HISTORY will prepare students for the following future learning : knowledge from the Superpowers unit of the GCSE helps pupils understand Presidencies in the American Dream unit within the context of the Cold War. Pupils' knowledge of how to analyse of historical sources and interpretations from GCSE History papers 1 and 3 helps master the complexities of extract/source A Level questions.

Year 10	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Paper 3 Weimar Republic & Nazi Germany: Pupils learn about Germany post-war and the problems facing the Weimar Republic 1919-1923. Pupils then learn about Golden Years of the Weimar Republic 1924-1929.	<i>Inference</i> Question on the Treaty of Versailles <i>Explain</i> Question on challenges to the Weimar Republic.
	T2	Paper 3 Weimar Republic & Nazi Germany: Firstly, pupils learn about the rise of the Nazi Party and Hitler's rise to power in 1933. Pupils then learn about the transformation of Germany from a democracy to a dictatorship 1933-1939.	<i>Utility</i> Question on golden years of the Weimar Republic <i>Interpretations</i> Questions (3b- c)
	T3	Paper 3 Weimar Republic & Nazi Germany: Pupils learn about the transformation of Germany from a democracy to a dictatorship 1933-1939. Paper 2 Superpower relations: Pupils learn about the early tensions and events during the Cold War 1945-1960.	<i>Interpretations</i> Questions (3d) <i>Consequence</i> Question on Superpower relations
	T4	Paper 2 Superpower relations: Pupils learn about the crises during the Cold War period 1960s, and the period of détente 1962-1979.	<i>Narrative</i> Question on Superpower relations <i>Importance of</i> on Superpower relations
	T5	Paper 2 Superpower relations: Pupils learn about the Second Cold War, and the end of the Cold War 1979-1992.	Interim Examination. Full Paper 3. 1 hour and 20 minutes
	T6	Paper 2 Superpower relations: Pupils learn about the end of the Cold War and the dissolution of the USSR in 1992. Paper 2 Anglo-Saxon & Norman England: Pupils learn about Anglo-Saxon England society and economy 1060-1066.	<i>Interpretations</i> Questions on the Weimar Republic & Nazi Germany (3b-d)
Year 11	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Paper 2 Anglo-Saxon & Norman England: Pupils learn about the succession crisis of 1066 and key events in 1066 (<i>invasions and battles</i>).	<i>Describe</i> Question on Anglo-Saxon & Norman England <i>Evaluative</i> Question on the Norman Conquest
	T2	Paper 2 Anglo-Saxon & Norman England: Pupils learn about the aftermath of Norman Conquest and how William establishes control 1066-1088. Pupils also assess change and continuity following the Norman Conquest. Finally, pupils study the succession crisis after the death of William I in 1088.	Interim Internal Examination on Paper 2: Superpower relations
	T3	Paper 1 Medicine Through Time: Pupils undertake a thematic study covering change and continuity in the cause, prevention and treatment of medicine 1250-1500 & 1500-1700.	<i>Thematic questions</i> on Medicine Through Time
	T4	Paper 1 Medicine Through Time: Pupils undertake a thematic study covering change and continuity in the cause, prevention and treatment of medicine 1700-1900 & 1900-present.	<i>Thematic questions</i> on Medicine Through Time Case study of the Western Front
	T5	Paper 1 Medicine Through Time: Pupils undertake a case study of the historical environment – the Western Front 1914-18. Pupils learn how to complete an historical enquiry.	Individual GCSE practice questions.

B. WIDER KEY STAGE FOUR HISTORY CURRICULUM

- Pupils are encouraged to develop their wider reading through utilising resources such as those for History on GCSE Pod, for which all students in Yr9, Yr10 & Yr11 have an account.
- GCSE Pupils are offered the opportunity to receive mentoring by an ex-GCSE Year 12 student.
- Support 'drop-in' sessions are available to pupils to review exemplar answers, review subject knowledge content and practise examination technique.

HISTORY CURRICULUM MAP

A. FORMAL KEY THREE HISTORY CURRICULUM

Core Threads	By the end of key stage THREE we want all students of History to know and do the following things: be curious about the past & significant historical events; develop the confidence to ask perceptive questions, think critically, weigh evidence, sift arguments, develop judgement; challenge the validity of interpretations; understand the complexity of people's lives, processes of change, diversity, their own identity.
Prior Knowledge	In KS3, students of History will build on the following prior learning : KS2 National Curriculum and knowledge of significant early and later periods.
Future Knowledge	The Curriculum in KS3 History will prepare students for the following future learning : GCSE Paper 1 the thematic study revisits: The Black Death 1348, and The Western Front 1914-18. GCSE Paper 2: the period study revisits: Anglo-Saxon England; Key Battles in 1066 including the Norman Conquest & Norman England. GCSE Paper 3: the depth study revisits: The Treaty of Versailles, and the rise of Adolf Hitler. Skills: In KS3 pupils learn how to make inferences from sources; analyse the utility of sources; and address causation questions; and develop their analytical skills.

Year 7	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	An introduction to History: Pupils learn chronological skills 43 AD - 1066 and how to work out centuries.	<i>Assessment</i> on Roman Lincolnshire
	T2	Conquest: Pupils learn about the succession crisis of 1066; The Norman Conquest and how William I establishes control.	<i>Assessment</i> on the succession crisis of 1066
	T3	Control: Pupils learn about two significant events: the murder of Thomas Becket in 1170 and the creation of the Magna Carta 1215 and how these events challenged the power of the monarchy.	<i>Assessment</i> on the murder of Thomas Becket
	T4	The origins of democracy: Pupils analyse change and continuity from medieval parliament to modern day.	<i>Assessment</i> on The Magna Carta
	T5	Ordinary people: Pupils revisit the concepts of causation, consequence as well as significance within the context of the Peasants' Revolt.	<i>Assessment</i> on the learning of Terms 2 and 3
	T6	Ideas and beliefs: Pupils learn about the first two Tudor monarchs.	End of Year Examination
	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
Year 8	T1	Ideas and beliefs: Pupils study the reigns of Henry VIII's children from Edward VI to Elizabeth I - assessing both similarity and difference and change and continuity.	<i>Assessment</i> on The Tudors
	T2	The Transatlantic Slave Trade: Pupils study the transatlantic slave trade. This topic is designed to engender empathy and discussion of contemporary debates such as the Black Lives Matter campaign and modern-day slavery.	<i>Assessment</i> on the Slave Trade
	T3	The relationship between the monarchy and parliament: Pupils study the changing relationship and dynamics of power between the monarchy and parliament from the execution of Charles I to the Glorious Revolution.	<i>Assessment</i> on Cromwell's Republic
	T4	Empire: Pupils study the development of the British Empire and the fall of the first British Empire. Pupils also study the French Revolution.	<i>Assessment</i> on Terms 1 and 2's knowledge
	T5	Ordinary people: Pupils study the Industrial Revolution looking at its historical significance.	<i>Assessment</i> on The British Empire
	T6	Ordinary people: Pupils study life in the 19th century with specific emphasis on the lives of ordinary people.	End of Year Examination
	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
Year 9	T1	Power & Protest: Pupils study women's suffrage linking to local history.	<i>Assessment</i> on Women's suffrage
	T2	War: Pupils study causation within the context of the First World War.	<i>Assessment</i> on World War One
	T3	War: Pupils study causation within the context of the Second World War.	<i>Assessment</i> on World War Two
	T4	Reform: Pupils study Post-War Britain and its significance to modern day.	<i>Assessment</i> on The Treaty of Versailles
	T5	Genocide: Pupils study Jewish persecution including the Holocaust with an emphasis on engendering empathy.	End of Year Examination
	T6	Power & Protest: Pupils study African American Civil Rights to engender empathy and an understanding of contemporary debates.	<i>Assessment</i> on The Holocaust
	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points

B. WIDER KEY STAGE THREE HISTORY CURRICULUM

- Year 7 History House Competition, the theme of which changes each year.
- Other Opportunities include the Year 9 Normandy trip with MFL; History Club for all ages; and Wider Reading, promoted in all key stages through homework - activities.
- Meanwhile 'elsewhere', 'herstory' and 'nearby' homework helps pupils develop into global citizens and learn about historical figures and events outside the curriculum to promote equality and diversity.