

Curriculum Progression Map 23-24



History

History		
Year 7	Topic	Programme of Study
Autumn 1	How far did Viking rule change England?	<p>Why This Pre 1066 knowledge and bridges gap between KS2 and KS3 NC</p> <p>Why Now? Introduction into history at Secondary School</p> <p>Key Knowledge Case study: York- a Viking City. Local history</p> <p>Key Vocabulary Superstition Migration Patriarchy Settler Resistance</p> <p>Sources Orderic Vitalis Christopher Culpin</p> <p>Curriculum Assessment tasks Knowledge test- Viking Rule Enquiry Question: How far did Viking rule change England?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Autumn 2	Who will win: Anglo Saxons or Normans?	<p>Why This? Identify and explain how England developed a monarchy and the system of power in place. Explains how the country was divided into different levels of power based on wealth and land.</p> <p>Why Now? Helps to prepare GCSE topic on C & P.</p> <p>Key Knowledge Hastings, Feudal system and Domesday book Methods of Norman control</p> <p>Key Vocabulary</p> <p>Sources Domesday Book, Feudal System and Simon Schama's interpretation</p> <p>Curriculum Assessment tasks Knowledge test Enquiry Question: Why did William win the Battle of Hastings?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>

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<p>Spring 1</p>	<p>How far did the balance of power change in Medieval England?</p>	<p>Why This? Develops understanding of challenges faced by the monarchy and religious divisions that caused conflict in England.</p> <p>Why Now? Builds knowledge of challenge to power: Monarchy VS Church</p> <p>C and P topic</p> <p>Key Knowledge Reformation Protest and change</p> <p>Key Vocabulary Democracy Heresy Class Radical Excommunication</p> <p>Sources Kate Williams interpretation Lucy Worsley – balance of power</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry Question: How far did the balance of power change in Medieval England?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
<p>Spring 2</p>	<p>What was the most important feature of the Early and late modern period?</p>	<p>Why This? To enhance understanding of what caused conflict throughout the early and late modern period. To build understanding of new concepts such as persecution, patriarchy, and religious turmoil.</p> <p>Why Now? Role of women and Patriarchy end of year 7. Lives of women –Year 9 C and P Witch trials</p> <p>Key Knowledge Reformation, Tudor dynasty and Witch trials</p> <p>Key Vocabulary Persecution Parliament Protest Propaganda Revolution</p> <p>Sources Lucy Worsley, David Starkey and Suzannah Lipscomb</p>

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		<p>Curriculum Assessment tasks Knowledge Test Enquiry Question: What was the most important feature of the Early and late modern period?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Summer 1	How far should the Industrial period be considered a time of progress?	<p>Why This? To develop knowledge of Industrial Britain and the impact of this on British society. Enhance understanding of migration and how migrant groups faced persecution and prejudice throughout the Industrial period.</p> <p>Why Now? Develops causation theory. Helpful context for studying Whitechapel at GCSE</p> <p>Key Knowledge Development of York Empire Trade routes Enslavement Child workers Migration</p> <p>Key Vocabulary Industrialisation Retribution Reform Enslavement Prejudice</p> <p>Sources Robert Blincoe, Charles Dickens and Historical association</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry Question: How far should the Industrial period be considered a time of progress?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Summer 2	What was life like for women in the Early 20 th Century?	<p>Why This? Reactivates knowledge of struggle for power and equality in Britain throughout time. Deepens understanding of the patriarchy and women's fight for suffrage</p> <p>Why Now? Builds on understanding of Patriarchy. Links to themes in Crime, Punishment and Whitechapel</p> <p>Key Knowledge</p>

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	<p>Women's rights 1900 Tactics used by suffragists and suffragettes. Case Study: Emily Davison</p> <p>Key Vocabulary Militancy Suffrage Radical Misogyny Equality</p> <p>Sources Ascot footages BBC – Women's suffrage documentary Lucy Worsley's interpretation – suffragettes</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Test Enquiry Question: What was life like for women in the Early 20th Century?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
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History

History		
Year 8	Topic	Programme of Study
Autumn 1	Who benefited the most from the development of the British Empire?	<p>Why This? Reactivates knowledge of Industrial period and the development of the Empire. Expands knowledge on the consequences of the British Empire and promotes diversity.</p> <p>Why Now? Context helpful for studies of migration in Germany/ C & P</p> <p>Key Knowledge Exploration Rivalry with Spain Colonisation</p> <p>Key Vocabulary Exploration Rivalry Colonisation Reformer Expansionism</p> <p>Sources Dan Snow, David Starkey and Historical Association</p> <p>Curriculum Assessment tasks Knowledge Test</p> <p>Enquiry Question: Who benefited the most from the development of the British Empire?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Autumn 2	How well connected was Early Modern Africa?	<p>Why This? Develops understanding of African Kingdom and trade routes already established before British invasion. Promotes cultural appreciation and diversity.</p> <p>Why Now? Builds on Industrial Revolution consequences and supports Elizabethan England topic at GCSE.</p> <p>Key Knowledge Kingdom of Benin- beliefs and culture Transatlantic slave trade Enslavement</p>

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History

		<p>Key Vocabulary Superstition Oba Looting Trade Tribe</p> <p>Sources James Phillips interpretation History Resource Cupboard British museum debate- Benin Bronzes Olaudah Equiano</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry Question: How well connected was Early Modern Africa?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Spring 1	Was the Great War worth winning?	<p>Why This? Reactivates understanding of imperialism and Empire. Develops understanding of conflict and the consequences of war on society.</p> <p>Why Now? Links to key concepts in Germany topic at GCSE. Builds on understanding of imperialism.</p> <p>Key Knowledge Causes of WW1 Propaganda/ Recruitment Trench warfare Contribution of Empire troops</p> <p>Key Vocabulary Alliances Militarism Assassination Nationalism Revolution</p> <p>Sources Dan Snow David Olusoga- Empire troops BBC assassination interpretation</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry question: Was the Great War worth winning?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>

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<p>Spring 2</p>	<p>What has caused conflict in the 20th Century?</p>	<p>Why This? Reactivates knowledge of WW1 and Empire. Develops understanding of role played by countries across the world in WW2. Teaches ideologies of Communism, Capitalism, and fascism. Similarities and difference between Dictators.</p> <p>Why Now? Prepares for Germany topic at GCSE. Knowledge of democracy and Power</p> <p>Key Knowledge Nazi Germany- methods of control Cause and consequence of WW2 Development of superpowers Nuclear arms race</p> <p>Key Vocabulary White Supremacy Fascism Dictatorships Censorship Propaganda</p> <p>Sources Lawrence Rees, Ben Walsh and Dan Snow</p> <p>Curriculum Assessment tasks Knowledge Test</p> <p>Enquiry question: What has caused conflict in the 20th Century?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
<p>Summer 1</p>	<p>Why is it important to remember the Holocaust?</p>	<p>Why This? Develop skill of empathy. Reactivates knowledge of fascism and impact of extremism.</p> <p>Why Now? Prepares for understanding history of Anti Semitism GCSE topics: Germany and Whitechapel</p> <p>Key Knowledge Persecution – methods used by the Nazis Indoctrination- impact Segregation Genocide</p> <p>Key Vocabulary Persecution</p>

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		<p>Indoctrination Minority Scapegoat Terror Sources Historical Association sources Stories from Auschwitz 'Cilka's story.' Lawrence Ress</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry Question: Why is it important to remember the Holocaust?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Summer 2	How far did the Civil Rights movement change race relations in the US?	<p>Why This? Develops understanding of concepts, persecution, segregation, and discrimination.</p> <p>Why Now? Builds of understanding of enslavement and history of Africa. Prepares for protest topic in Y9.</p> <p>Key Knowledge Methods of protest Bus Boycotts Little Rock Key individuals in fight for Civil Rights</p> <p>Key Vocabulary Equality Integration Reform Legislation Lynching</p> <p>Sources Historical Association Steven Lawson</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry Question: How far did the Civil Rights movement change race relations in the US?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>

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		<p>Key Vocabulary Economic Boom Depression Prohibition Inflation Legislation</p> <p>Sources Aaron Wilke and Peter Clements</p> <p>Curriculum Assessment tasks Knowledge Test</p> <p>Enquiry question: Why did the US experience an Economic Boom in the 1920s?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
<p>Spring 1</p>	<p>To what extent did Stalin take communism down a new path?</p>	<p>Why This? Reactivates knowledge of communism and capitalism. Builds on understanding of WW1 and concept of revolution.</p> <p>Why Now? Builds on understanding of ideological differences. Links to Cold War topic.</p> <p>Key Knowledge End of WW1 Russian Revolution Dictatorship Soviet Union Start of Cold War</p> <p>Key Vocabulary Communism Capitalism Ideological Tyranny Totalitarian</p> <p>Sources Lawrence Rees Andrew Marr- BBC interpretation John Wright</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>

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Spring 2	How did US policy shape a post WW2 world?	<p>Why This? Reactivates knowledge of Cold War and understanding of guerilla warfare.</p> <p>Why Now? Develops knowledge of proxy wars. Supports Cold War topic and theme of protest throughout.</p> <p>Key Knowledge Vietnam war (causes and consequences) US policy Guerilla and US tactics</p> <p>Key Vocabulary Nationalism Propaganda Resistance Military Campaign Independence</p> <p>Sources Margaret Hudson Vivienne Sanders Historical Association</p> <p>Curriculum Assessment tasks Knowledge Test Enquiry Question: How did US policy shape a post WW2 world?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
Summer 1	How far can the 60s and 70s be known as 'the decades that changed a nation?'	<p>Why This? Reactivates theme of protest and power struggle throughout time. Enhances understanding of how and why people protest and the consequences of this.</p> <p>Why Now? Build on protest theme and issues CR in year 8 topic. Supports Germany and CW topics.</p> <p>Key Knowledge Methods of protest -Vietnam war Rold of media</p>

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History

		<p>Kent state</p> <p>Key Vocabulary Culture Populism Protest Passive Resistance Minority</p> <p>Sources Margaret Hudson Vivienne Sanders Historical Association Muhammed Ali Bob Dylan</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Test</p> <p>Enquiry Question: How far can the 60s and 70s be known as ‘the decades that changed a nation?’</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
<p>Summer 2</p>	<p>How far has the definition of Terrorism changed through time?</p>	<p>Why This?</p> <p>Why Now?</p> <p>Key Knowledge IRA 9/11 Nelson Mandela</p> <p>Key Vocabulary Terror Jihad Indoctrination Fundamentalist Martyrdom</p> <p>Sources Aaron Wilkes Netflix 9/11 documentary</p>

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History

		<p>Steve Waugh John Wright</p> <p>Curriculum Assessment tasks Knowledge checklist</p> <p>Enquiry Question: To what extent did Stalin take communism down a new path?</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
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History

History		
Year 10	Topic	Programme of Study
Autumn 1	Why was the Weimar Republic doomed from the start?	<p>Why This?</p> <p>Develops understanding of economic and political problems faced by Germany after WW1. Highlights consequences of the Nazi policies and damaged caused throughout fear and indoctrination.</p> <p>Why Now?</p> <p>Builds on understanding of Post War Europe</p> <p>Democracy vs Dictatorship</p> <p>Key Knowledge</p> <p>Consequences of WW1 Germany</p> <p>Period of recovery 1924-29</p> <p>Increased support for Nazis</p> <p>Nazi policies and consequences 1933-39</p> <p>Key Vocabulary</p> <p>Treaty Imperialism Democracy Dictatorship Extremism</p> <p>Sources</p> <p>Lawrence Rees</p> <p>Ben Walsh</p> <p>John D Clare</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry Question: Why was the Weimar Republic doomed from the start?</p> <p>Exam Questions from Edexcel specification (paper 3)</p> <p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p>

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History

		Extremism
Autumn 2	How did Hitler establish a Dictatorship, 1933-34?	<p>Why This?</p> <p>Enhances understanding of Dictatorship and methods of control. Fear and Indoctrination.</p> <p>Why Now?</p> <p>Prepares for understanding of fascism and builds on knowledge from KS3.</p> <p>Key Knowledge</p> <p>Nazi Propaganda</p> <p>Fear Tactics</p> <p>Policies and effectiveness</p> <p>Key Vocabulary</p> <p>Aryan</p> <p>Persecution</p> <p>Totalitarian</p> <p>Indoctrination</p> <p>Anti- Semitism</p> <p>Sources</p> <p>Lawrences Rees</p> <p>Ben Walsh</p> <p>John D Clare</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry Question: How did Hitler establish a Dictatorship, 1933-34?</p> <p>Exam Questions from Edexcel specification (paper 3)</p> <p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p>



History

<p>Spring 1</p>	<p>How important was the Hungarian uprising for Cold War relations?</p>	<p>Why This?</p> <p>Further develops understanding of key concepts such as Protest, passive resistance, and reform.</p> <p>Prepares for similarity and differences between Hungary and Czechoslovakia.</p> <p>Why Now?</p> <p>Reactivates knowledge of ideological differences. Prepares for concepts such as Superpower countries.</p> <p>Key Knowledge</p> <p>End of WW1 and Grand Alliance</p> <p>Arms Race</p> <p>Tensions 1945-48</p> <p>Berlin Blockade/ airlift</p> <p>Hungarian Uprising</p> <p>Key Vocabulary</p> <p>Destalinisation</p> <p>Superpower</p> <p>Satellite state</p> <p>Sphere of influence</p> <p>Tension</p> <p>Sources</p> <p>Lawrences Rees</p> <p>Ben Walsh</p> <p>John D Clare</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry Question: How important was the Hungarian uprising for Cold War relations?</p> <p>Exam Questions from Edexcel specification (paper 3)</p>
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History

		<p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p>
Spring 2	How far did Gorbachev's new thinking cause the fall of the Soviet Union?	<p>Why This?</p> <p>Develops understanding of Fall of the Soviet Union and tense Cold War relations.</p> <p>Conflict in the Middle East.</p> <p>Why Now?</p> <p>Develops understanding of proxy wars. Reactivates Post war issues with Germany/Berlin</p> <p>Key Knowledge</p> <p>Crises from 1958-1980</p> <p>Berlin Wall</p> <p>Cuba</p> <p>Prague Spring</p> <p>Détente</p> <p>Afghanistan</p> <p>Fall of Soviet Union</p> <p>Key Vocabulary</p> <p>Diplomacy Negotiation Détente New Thinking Policy</p> <p>Sources</p> <p>Lawrences Rees</p> <p>Ben Walsh</p> <p>John D Clare</p>



History

		<p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry question: How far did Gorbachev’s new thinking cause the fall of the Soviet Union?</p> <p>Exam Questions from Edexcel specification (paper 3)</p> <p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p>
Summer 1	How far did crimes, trials and punishments change, 1000-1700?	<p>Why This?</p> <p>Develops understanding of key periods of change and continuity throughout time</p> <p>Why Now?</p> <p>Reactivates knowledge of medieval life in England. Beliefs and culture. Prepares for concepts of change and continuity.</p> <p>Key Knowledge</p> <p>Crimes, trials, and punishments C1000-1700</p> <p>Key individuals</p> <p>Case Studies</p> <p>Key Vocabulary</p> <p>Collective Responsibility Reform Deterrent Sanctuary</p> <p>Sources</p> <p>Simon Schama</p> <p>Tony Robinson series</p> <p>TV Timelines history Adrew Chater</p> <p>Alec Fisher</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p>



History

		<p>Enquiry Question: How far did crimes, trials and punishments change, 1000-1700?</p> <p>Exam Questions from Edexcel specification (paper 1)</p> <p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p> <p>Crime prevention and changing definitions.</p>
Summer 2	How far did crimes, trials and punishments change, 1700-present?	<p>Why This?</p> <p>Reactivates knowledge of Industrial period from KS3 and further develops opportunities to understand what factors drive change and continuity.</p> <p>Why Now?</p> <p>Builds knowledge of causation and consequence. Prepares for understanding of themes: migration and protest.</p> <p>Key Knowledge</p> <p>Crimes, trials, and punishments c1700-Present</p> <p>Key individuals</p> <p>Case Studies</p> <p>Key Vocabulary</p> <p>Superstition Desperation Authority Humiliation Mutilation</p> <p>Sources</p> <p>Simon Schama</p> <p>Tony Robinson series – Industrial Britain</p> <p>Ed Podesta</p>



History

		<p>TV Timelines history Andrew Chater</p> <p>Alec Fisher</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry question:</p> <p>How far did crimes, trials and punishments change, 1700-present?</p> <p>Exam Questions from Edexcel specification (paper 1)</p> <p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p> <p>Crime prevention and changing definitions.</p>
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History

History		
Year 11	Topic	Programme of Study
Autumn 1	Why was Whitechapel so difficult to police?	<p>Why This? Reactivates knowledge of Jack the Ripper case and the failings of the police. Highlights injustice of how the victims were treated and difficulty for the poor.</p> <p>Why Now? Builds on understanding of C & P causation.</p> <p>Key Knowledge Historic Environment: Crimes, trials, and punishments in Whitechapel Police investigation into the Jack the Ripper case</p> <p>Key Vocabulary</p> <p>Migration</p> <p>Transient</p> <p>Race Riot</p> <p>Desperation</p> <p>Vulnerability</p> <p>Sources Simon Schama</p> <p>Tony Robinson series – Industrial Britain</p> <p>Ed Podesta</p> <p>TV Timelines history Adrew Chater</p> <p>Alec Fisher</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry question:</p> <p>Why was Whitechapel so difficult to police?</p> <p>Exam Questions from Edexcel specification (paper 1)</p> <p>Interpretation Historical sources</p>

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History

		<p>Utility</p> <p>Personal Development links</p> <p>Gender, diversity, and cultural understanding</p> <p>Crime prevention and changing definitions.</p>
	<p>What was Elizabeth's biggest challenge when she became Queen?</p>	<p>Why This? Reactivates and embeds understanding of Elizabethan England further.</p> <p>Why Now? Reactivates knowledge of EMP and patriarchy. Challenges to the throne.</p> <p>Key Knowledge Legitimacy and succession Challenges 1553-1557</p> <p>Key Vocabulary Legitimacy Martyr Divine Right Patronage Dynasty</p> <p>Sources Barbara Mervyn David Starkey Suzannah Lipscomb Lucy Worsely Helen Castor</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry question: What was Elizabeth's biggest challenge when she became Queen?</p> <p>Exam Questions from Edexcel specification (paper 2)</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>

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History

<p>Spring 1</p>	<p>Why did the Spanish Armada fail?</p>	<p>Why This?</p> <p>Why Now? Develops understanding of colonisation and diversity.</p> <p>Key Knowledge Plots Catholic opposition Threats/ rivalry with Spain Armada Exploration Virginia Colonies</p> <p>Key Vocabulary Excommunication Succession Propaganda Renaissance Golden Age</p> <p>Sources Barbara Mervyn David Starkey Suzannah Lipscomb Lucy Worsely Helen Castor</p> <p>Curriculum Assessment tasks</p> <p>Knowledge Boosters</p> <p>Enquiry question:</p> <p>Why did the Spanish Armada fail?</p> <p>Exam Questions from Edexcel specification (paper 2)</p> <p>Personal Development links Gender, diversity, and cultural understanding</p>
<p>Spring 2</p>	<p>Final Exams Students will sit three GCSE History papers</p>	<p>Why This? Retrieval Practice designed to prepare students for Paper 1</p> <p>Crime and Punishment</p> <p>Why Now?</p>

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History

		<p>Identifies and addresses any gaps in knowledge prior to the Crime and Punishment exam.</p> <p>Key Knowledge Crimes, Trials and Punishments C1000-present</p> <p>Key Vocabulary Migration Transient Race Riot Desperation Vulnerability Collective Responsibility Reform Deterrent Sanctuary Collective Responsibility Reform Deterrent Sanctuary Sources</p> <p>Curriculum Assessment tasks</p> <p>Personal Development links</p>
Summer 1	Exam preparation	<p>Why This?</p> <p>Why Now?</p> <p>Key Knowledge</p> <p>Key Vocabulary</p> <p>Sources</p>

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		Curriculum Assessment tasks Personal Development links
Summer 2	Exam preparation	Why This? Why Now? Key Knowledge Key Vocabulary Sources Curriculum Assessment tasks Personal Development links