

History Department Curriculum Map

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Key Topic:	What is History? An introduction to the key historical skills / concepts & Roman and Anglo-Saxon Britain – 0CE to 1065CE	Church, State and Society in Medieval England – 1066CE to 1485CE	Church, State and Society in Medieval England – 1066CE to 1485CE	Changing beliefs in Tudor England – 1485CE to 1603CE	Changing beliefs in Tudor England – 1485CE to 1603CE & Crown and Parliament in Stuart England – 1603CE to 1708CE	Crown and Parliament in Stuart England – 1603CE to 1708CE
	Students should know:	<ul style="list-style-type: none"> - Key historical concepts / methodology. - Causation of rise of the Roman Empire / invasion of Britain / failure of Boudicca's revolt / demise of the empire. - Consequence / changes brought by the Roman Empire. - Examples of change / continuity between Roman and Anglo-Saxon Britain. - Interpretations of Alfred the Great. - The narrative of the founding of England. 	<ul style="list-style-type: none"> - The causes of the 1066 succession crisis. - Causation of William's victory at Hastings. - Consequence of William's conquest and his consolidation of power. - Development of society – the Feudal system. - The influence of the Medieval Church on politics / society. - The nature of conflict between monarch and Church with Henry II and Becket. 	<ul style="list-style-type: none"> - The influence of the Church and religious conflict – the Crusades. - The development of legal rights with the Magna Carta. - Differing interpretations of conflict between England and Wales. - The consequences of the Black Death and the end of Feudalism / social change. - The challenges of normal people to state and society – the Peasant's Revolt. - Differing interpretations of Richard III. 	<ul style="list-style-type: none"> - Challenges to authority, Henry VII's problems and how he solved them. - Conflict between monarch and Church. - Similarity / difference between the European and English Reformations. - Causation and consequence of the dissolution of the monasteries. - The evolution of the Church and change and continuity under Edward VI. - Differing interpretations of Mary I. - The life of Elizabeth I. 	<ul style="list-style-type: none"> - The evolution of the Church and Elizabeth's middle way. - Causes of the victory over the Armada. - Differing interpretations of James I. - Challenges to authority, causes and narrative of the Gunpowder Plot. - Causes of witch hunts and the Pendle witches. - Conflict between monarch and parliament, long term causes of the English Civil War. - Conflict between monarch and parliament, long term causes of the English Civil War. 	<ul style="list-style-type: none"> - Key battles and the outcome of the English Civil War. - Changing society, the impact of the Interregnum on England and differing interpretations of Cromwell. - Differing interpretations of the Restoration and the reestablishment of monarchy. - Founding the modern state and the consequences of the Glorious Revolution.

<p>Students should be able to:</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explain cause and identify change and continuity. Objective 3 Make inferences from sources Objective 4 Identify different interpretations.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Develop more complex arguments on cause, explaining consequence and significance. Objective 3 Source inferences and using sources to answer enquiries. Objective 4 Identify, form and assess different interpretations of various types.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Develop more complex arguments on cause, explaining consequence and significance. Objective 3 Source inference and using sources to answer enquiries. Objective 4 Identify, form and assess different interpretations of various types.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explain cause, consequence, significance, change and continuity through historical narratives. Objective 3 Source inference and using sources to answer enquiries and begin to identify provenance. Objective 4 Use source material to evaluate differing interpretations.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explain multiple causes / consequences with reference to change, continuity and significance. Objective 3 Source inference, identification of provenance and use material to answer enquiry questions. Objective 4 Identify, form and assess different interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explain multiple causes / consequences with reference to change, continuity and significance. Objective 3 Source inference, identification of provenance and use material to answer enquiry questions. Objective 4 Identify, form and assess different interpretations using own knowledge and source material.</p>
<p>Assessment:</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>
<p>Local history / additional reading:</p>	<p>- Heysham Head stone graves. - Lancaster Roman heritage trial.</p>	<p>- What does the Domesday Book tell us about Carnforth / Lancaster.</p>		<p>- Lancashire's involvement in the Reformation / Pilgrimage of Grace.</p>	<p>- Lancaster Castle witch trials.</p>	

Year 8	Key Topic:	Britain's role in the Transatlantic Slave Trade and the legacy of slavery – c.1492CE to c.1900CE.	The impact of change during the Industrial Revolution - 1700CE to 1900CE	Experiences of the British Empire c.1700CE to c.1945CE	World War One	World War One	World War Two
	Students should know:	<ul style="list-style-type: none"> - Links between historical treatment of Africans and the current issues facing the UK and wider world. - Reasons for the beginning and development of the slave trade. - The experiences of enslaved Africans from capture to slave forts, the Middle Passage, auction and life on plantations. - Examples of slave rebellion and their successes / limitations. - The abolition movement and key abolitionists. 	<ul style="list-style-type: none"> - The key elements of change during the Industrial Revolution. - The innovations of the Agricultural Revolution. - The innovations of the Cotton Industry. - The impact of industrialisation on cotton workers with a comparison to miners. - The impact of mass urbanisation and the living conditions in industrial towns. - Comparisons of the work of John Snow and Edwin Chadwick. - The changing transportation and its impact. - Positive consequences of the Industrial Revolution. 	<ul style="list-style-type: none"> - what the empire, was and its extent. - Why the empire grew at different points in time and in terms of differing geography. - different perspectives of the empire and its impact on its citizens. - the challenges made to the authority and control of the empire. - the lasting legacy of the empire. 	<ul style="list-style-type: none"> - the long-term causes of WW1; militarism, alliances, imperialism and nationalism. - the assassination of Franz Ferdinand as a trigger for war. - the recruitment campaigns, conscription and conscientious objectors. - key features of trench warfare. 	<ul style="list-style-type: none"> - the experiences of soldiers in WW1. - the plans versus the reality of the Battle of the Somme. - the historiography of WW1 and the 'lions led by donkeys' debate with a focus on Haig. - the key terms of the Treaty of Versailles and its lasting legacy. 	<ul style="list-style-type: none"> - the causes of WW2. - differing interpretations of the evacuation of Dunkirk. - causes of the victory in the Battle of Britain and the impact of foreign pilots. - differing interpretations of the Blitz Spirit and why it is still used by politicians. - the gamble of Operation Barbarossa - the causes of USA involvement. - the personal experiences of soldiers during D-Day. - the debates about the use of the atomic bomb against Japan.

<p>Students should be able to:</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explain cause, consequence, significance, change and continuity through historical narrative and extended argument and reaching an overall judgement. Objective 3 Source inference, identification of provenance and using material to answer enquiry questions. Objective 4 Identify, form and assess different interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Identify and explain similarity and difference in personal experiences. Evaluating significance through historical argument and reaching an overall judgement. Objective 3 Source inference, identification of provenance and using material to answer enquiry questions. Objective 4 Identify, form and assess different interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Identifying and explaining similarity and difference in personal experiences. Evaluating the impact of Empire through historical argument / evaluation of differing interpretations and reaching an overall judgement. Objective 3 inference, using sources to answer enquiries, introduction to the testing the utility of sources based on provenance Objective 4 Identify, form and assess different, more complex interpretations using own knowledge and source material.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explaining multiple and very complex causation. Assessing significance and overall impact of particular events and creating convincing arguments before reaching explained conclusions. Objective 3 Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context. Objective 4 Evaluating interpretations with an introduction and introducing changing historiography as a context for explaining why interpretations may differ.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval Objective 2 Explaining multiple and very complex causation. Assessing significance and overall impact of particular events and creating convincing arguments and reaching well explained judgements. Objective 3 Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context. Objective 4 Evaluating interpretations with an introduction and introducing changing historiography as a context for explaining why interpretations may differ.</p>	<p>Objective 1 Knowledge retention and retrieval Objective 2 Explaining multiple and complex causation and considering the significance of small events with reference to counter factualism. Explaining change and continuity between periods. and reaching well substantiated conclusions. Objective 3 Making detailed evaluations of sources for a particular historical enquiry based on provenance, content and context. Objective 4 Evaluating interpretations and explaining why they may differ.</p>
<p>Assessment:</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>
<p>Local history / additional reading:</p>	<p>- Lancaster slavery heritage walk. - The story behind Sambo's grave.</p>	<p>- The impact of the Industrial Revolution on Carnforth.</p>	<p>- Lancaster's connections to the British Empire</p>	<p>- Carnforth Poppy Trial.</p>		<p>How the war impacted different locations in Lancashire.</p>



Year 9	Key topic:	The American West (c.1840 to c.1900)	The American West (c.1840 to c.1900) & Russia and the development of the Communist State (1900 to 1953)	Russia and the development of the Communist State (1900 to 1953) & The USA (1919 to 1940), prohibition, gangsters and the Great Depression.	The USA (1919 to 1940), prohibition, gangsters and the Great Depression. & The rise of Hitler and Nazism and the development of the Holocaust	The rise of Hitler and Nazism and the development of the Holocaust & Terrorism in the twentieth century
	Students should know:	<ul style="list-style-type: none"> - Key features of Plains Indian Society – chiefs / women / warriors / beliefs & the significance of the buffalo to the Plains Indian way of life. - The main causes of migration West. - The challenges of and solutions to migration West with a case study on the Donner Party. - Key features and consequences of the Fort Laramie Treaty. - Specific examples of lawlessness, lawmen and outlaws. - The innovations of Illif, Goodnight-Loving and McCoy. - The long term and short term causes of tension for Plains Indians. - Case studies of Little Crow's War, Red Cloud's War and the Battle of the Little Big Horn. 	<ul style="list-style-type: none"> - The differing interpretations of the extermination of the buffalo. - What the Ghost Dance was and its impact. - What life is like for modern day Native Americans. - Key features of Russian society in 1920s. - The key individuals in Russian society. - The impact of WW1 on Russia. - The problems facing the Provisional Government and it's (in)ability to deal with them. - The role of Lenin in the lead up to the October Revolution. - The events of the Civil War and causes of the Red's success. - Key features of the social / cultural / political changes made by Lenin. 	<ul style="list-style-type: none"> - The causes of the rise of Stalin and his character. - The successes and failures of economic polices (5YPs / collectivisation). - Key features of the social / cultural / political changes made by Stalin. - Stalin's methods of control. - Key features of the 'roaring twenties'. - The causes of and support for Prohibition. - The consequences of Prohibition. - The changing social attitudes of the 20s. - Features of American reactionism and prejudice (Red Scare / immigration / African Americans) - The causes and the consequences of the Wall Street Crash. - Impact of the Great Depression. 	<ul style="list-style-type: none"> - Key features of Roosevelt's New Deal - Impact and consequences of the New Deal. - The economic problems of 1920s - The growth of extremism and parties such as the NSDAP. - Key features of Stresemann's policies and social / cultural developments of the 1920s. - The economic, social and political impact of the Depression. - The growth of Nazism and the establishment of the Nazi dictatorship following the Reichstag fire. - The consolidation of Hitler's of power and the establishment of the terror state. - Key features of pre-war Jewish life. 	<ul style="list-style-type: none"> - The early development of anti-Semitic policies (propaganda, boycotts, education). - The later development of anti-Semitic policies (Kristallnacht, emigration, ghettos). - The development of the Final Solution (einsatzgruppen, camps and Wannsee). - Liberation and outcomes of the Nuremberg trials. - Definitions of terrorist and freedom fighter. - Examples of historic (pre-twentieth century terrorism). - An understanding of the different types of terrorism in the world today.



<p>Students should be able to:</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make judgements about differing historical interpretations.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well explained judgements about differing historical interpretations</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well substantiated judgements about interpretations</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well substantiated judgements about interpretations and begin to examine how the historian has presented the information.</p>	<p>Objective 1 Demonstrate knowledge retention and retrieval</p> <p>Objective 2 Explain, argue, evaluate, assess and analyse historical events and periods using second order historical concepts.</p> <p>Objective 3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Objective 4 Analyse, evaluate and make well substantiated judgements about interpretations and examine how the historian has presented the information.</p>
<p>Assessment:</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>	<p>Knowledge tests, live marking, writing historically tasks, end of topic assessment.</p>
<p>Local history / additional reading:</p>	<p>The American West by Dee Brown</p>	<p>Murder, Rebellion, and the Fall of Imperial Russia: Murder, Rebellion & the Fall of Imperial Russia by Candace Fleming</p>	<p>The Great Gatsby by F. Scott Fitzgerald. Of Mice and Men by John Steinbeck</p>	<p>From Belsen to Buckingham Palace by Paul Oppenheimer.</p>	

Year 10	Key topic:	<i>Superpower relations and the Cold War, 1941-91</i> Key Topic 1: The Origins of the Cold War Key Topic 2: Cold War crisis, 1958-70	<i>Superpower relations and the Cold War, 1941-91</i> Key Topic 3: the end of the Cold War, 1970-91	<i>The USA, 1954-1975: conflict at home and abroad</i> Key Topic 1: The development of the Civil Rights Movement 1954-60	<i>The USA, 1954-1975: conflict at home and abroad</i> Key Topic 2: Protest, Progress and radicalism, 1960-75	<i>The USA, 1954-1975: conflict at home and abroad</i> Key Topic 3: US involvement in the Vietnam War, 1954-75	<i>The USA, 1954-1975: conflict at home and abroad</i> Key Topic 4: Reactions to, and the end of, US involvement in Vietnam 1964-75
	Key knowledge:	<ul style="list-style-type: none"> - Early relations between East and West and the outcomes of the wartime conferences. - The deterioration of relations and the establishment of the Truman Doctrine / Marshall Plan. - The intensification of the Cold War and the Berlin Crisis of 1948 and Hungarian Uprising of 1956. - Increase of tensions in Europe and the establishment and consequences of the Berlin Wall. 	<ul style="list-style-type: none"> - Wider world tensions and the causes and consequences of the Cuban Missile Crisis. - The Prague Spring and the Brezhnev Doctrine. - The key features and agreements of Détente. - The causes and consequences of the Soviet invasion of Afghanistan (1979). - The deterioration of relations under Reagan. - Gorbachev's new thinking (Glasnost and Perestroika). - The end of the Cold War and collapse of the Soviet Union. 	<ul style="list-style-type: none"> - Key features of segregation and discrimination in the southern USA. - The impact of the murder of Emmett Till. - Progress in education; Brown Vs Topeka and Little Rock. - The causes, events and consequences of the Montgomery Bus Boycott. - The rise and significance of Martin Luther King. - The opposition to the civil right movement; KKK, Dixiecrats and White Citizen Councils. 	<ul style="list-style-type: none"> - The continuation of peaceful protest; Greensboro Sit Ins. - The impact of violence against the freedom riders. - The reaction to protest in Birmingham and its consequences. - Presidential support and key legislation. - The rise of Black Power with a focus on Malcolm X, Stokely Carmichael and the Black Panthers. - The riots of 65-67 and the findings of the Kerner report. - The assassination of MLK and its impact. 	<ul style="list-style-type: none"> - Key features of Vietnam under French control. - The causes of the outcome of the Battle of Dien Bien Phu. - The limited war of President Eisenhower. - The Strategic Hamlets of President Kennedy. - The Gulf of Tonkin incident and the escalation of the conflict. - The nature of the war in Vietnam; Vietcong tactics, US tactics and the morale / commitment of both. 	<ul style="list-style-type: none"> - The various strategies of President Nixon. - The causes of the growth of opposition to the war. - Atrocities at home and abroad; Kent State and My Lai. - Continued support for the war and the silent majority. - Reasons for and features of the peace process. - The economic / human cost of the war. - Case study: reasons for the US failure in Vietnam.
	Key skills:	AO1 knowledge AO2 cause, consequence, continuity, change, significance, similarity and difference	AO1 knowledge AO2 cause, consequence, continuity, change, significance, similarity and difference	AO1 knowledge AO2 cause, consequence, continuity, change, significance, similarity and difference. AO3 source analysis, AO4 judging different interpretations.	AO1 knowledge AO2 cause, consequence, continuity, change, significance, similarity and difference. AO3 source analysis, AO4 judging different interpretations.	AO1 knowledge, AO2 cause, consequence, continuity, change, significance, similarity and difference. AO3 source analysis, AO4 judging different interpretations	AO1 knowledge, AO2 cause, consequence, continuity, change, significance, similarity and difference. AO3 source analysis, AO4 judging different interpretations.



Year 11	<p>Key topic:</p> <p><i>Anglo Saxon and Norman England 1060-88</i></p> <p>Key Topic 1: Anglo Saxon England and the Norman conquest 1060-66.</p> <p>Key Topic 2: William I in power: securing the kingdom, 1066-87</p>	<p><i>Anglo Saxon and Norman England 1060-88</i></p> <p>Key Topic 3: Norman England, 1066-88</p>	<p><i>Crime and Punishment in Britain, c1000 – present</i></p> <p>Key Topic 1: c. 1000-1500: Crime and Punishment in Medieval England</p> <p>Key Topic 2: c. 1500-1700: Crime and Punishment in Early Modern England</p> <p>Key Topic 3: c. 1700-1900: Crime and Punishment in 18th and 19th century Britain</p>	<p><i>Crime and Punishment in Britain, c1000 – present</i></p> <p>Key Topic 4: c. 1900 – present: Crime and Punishment in Modern Britain</p> <p>The historic environment. Whitechapel, c.1870-1900 crime policing and the inner city.</p>	<p>Revision and preparation for summer examination.</p>	
	<p>Key knowledge:</p> <ul style="list-style-type: none"> - Key features of Anglo-Saxon society. - Causes of the power of the Godwin family. - The causes of the succession crisis of 1066. - Causes, key events and outcomes of the battles of Gate Fulford, Stamford Bridge and Hastings. - William’s methods to establish control of England. - The causes and outcomes of Anglo-Saxon rebellions. 	<ul style="list-style-type: none"> - William’s methods of extending control; Harrying of the North, landownership and royal power. - The causes and outcomes of the Revolt of the Earls. - The establishment of the Feudal system and changes to the Church. - Changes to the governance and laws of England. - The significance of Bishop Odo. - The succession crisis of 1088. 	<ul style="list-style-type: none"> - Examples of crimes, law enforcement and punishment in Medieval England. - The influence of the Church on crime and punishment. - Examples of crimes, law enforcement and punishment in Early Modern England. - Key features of the Gunpowder Plot. - Case study into the causes of witch hunts. - Examples of crimes, law enforcement and punishment in Industrial England. - The Tolpuddle martyrs. - The work of Sir Robert Peel. - The growth of prisons. 	<ul style="list-style-type: none"> - Examples of crimes, law enforcement and punishment in Medieval England. - The causes of the abolition of the death penalty – focus on high profile cases. - The treatment of conscientious objectors in WW1 / WW2. - The local context of Whitechapel and the links between environment and crime. - Organisation of policing in Whitechapel. - The murders of Jack the Ripper and the flaws / limitations of the subsequent investigation. 	<p>All Year 10 / 11 knowledge.</p>	

