

# Curriculum Knowledge Map 2023-24



Year 10	AUTUMN		
Topics	Paper 2: GCSE Anglo-Saxons & Normans Edexcel 9-1	Paper 2: GCSE Anglo-Saxons & Normans Edexcel 9-1	Paper 2: GCSE Anglo-Saxons & Normans Edexcel 9-1
<p><b>Declarative</b> <i>What should they know?</i></p>	<p><b>Key Topic 1: Anglo-Saxon England &amp; the Norman Conquest, 1060-66</b>  <b>1.01</b> Anglo-Saxon Earldoms &amp; Society  <b>1.02</b> Monarchy, Church &amp; Economy in Anglo-Saxon England  <b>1.03</b> Role of the government &amp; Witan  <b>1.04</b> House of Godwin  <b>1.05</b> Tostig: Uprising &amp; Exile  <b>1.06</b> Edward the Confessor  <b>1.07</b> Succession Crisis of 1066  <b>1.08</b> Contenders to the throne  <b>1.09</b> Coronation of Harold Godwinson  <b>1.10</b> Battle of Gate Fulford  <b>1.11</b> Battle of Stamford Bridge  <b>1.12</b> Battle of Hastings</p>	<p><b>Key Topic 2: William I in Power; Securing the Kingdom, 1066-87</b>  <b>2.01</b> William's problems in 1066  <b>2.02</b> Edgar Atheling &amp; the Submission of the Earls  <b>2.03</b> Rewarding William's followers  <b>2.04</b> Establishing Control  <b>2.05</b> Motte &amp; Bailey Castles  <b>2.06</b> Rebellion in 1068 and 1069  <b>2.07</b> Rebellion in 1070-71  <b>2.08</b> Harrying of the North  <b>2.09</b> Change to landownership  <b>2.10</b> Maintaining Royal Power  <b>2.11</b> Revolt of the Earls, 1075</p>	<p><b>Key Topic 3: Norman England, 1066-88</b>  <b>3.01</b> The Feudal System  <b>3.02</b> The Role of Church: Stigand and Lanfranc  <b>3.03</b> Changes to Anglo-Saxon Society, Church &amp; Economy  <b>3.04</b> Norman changes to government  <b>3.05</b> Sheriffs, Demesne &amp; Forest Laws  <b>3.06</b> Domesday Books  <b>3.07</b> Culture and language of Norman Aristocracy  <b>3.08</b> Career and Significance of Bishop Odo  <b>3.09</b> William's Succession Crisis</p>
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>Describe key features of the past</li> <li>Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>PLAN and write in assessment conditions</li> <li>Place events in chronological order</li> <li>Make supported inferences using disciplinary language</li> <li>Recall a specific source (Anglo-Saxon Chronicle) used to learn about the medieval period</li> <li>Recall a Historian (Marc Morris) who has studied the medieval period</li> </ul>	<ul style="list-style-type: none"> <li>Describe key features of the past</li> <li>Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>PLAN and write in assessment conditions</li> <li>Place events in chronological order</li> <li>Make supported inferences using disciplinary language</li> <li>Recall a Historian (Marc Morris) who has studied the medieval period</li> <li>Analyse the view of a Historian and link it to their own knowledge</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> </ul>	<ul style="list-style-type: none"> <li>Describe key features of the past</li> <li>Compare between two societies: Anglo-Saxons &amp; Normans using their historical knowledge</li> <li>Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>PLAN and write in assessment conditions</li> <li>Place events in chronological order</li> <li>Make supported inferences using disciplinary language</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> <li>Measure their opinion and justify it using disciplinary language</li> </ul>



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	<ul style="list-style-type: none"> <li>Analyse the view of a Historian and link it to their own knowledge</li> <li>Give reasons (explain) and use specific tier 3 vocabulary in their explanation</li> <li>Measure their opinion and justify it using disciplinary language</li> </ul>	<ul style="list-style-type: none"> <li>Measure their opinion and justify it using disciplinary language</li> <li>Write an analytical explanation</li> </ul>	<ul style="list-style-type: none"> <li>Write an analytical explanation</li> <li>Write a substantiated judgement based on specific knowledge</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Fief, Earl, Collective Responsibility, Geld tax, Ceorl, Slave, Burh, Wergild, Hue and Cry, Witan, Succession, Thegns, Fyrd, Writ, Earldom, Feigned Retreat, Embassy, Oath, Heir, Successor, Descendant, Claim, Coronation, Reign, Monarchy, Housecarl, Tapestry, Mercenaries, Fyrdsmen, Strategic, Resistance, Cavalry, Garrison, Landownership, Danelaw, Hierarchy	Mercenaries, Fyrdsmen, Submission, Marcher Earldoms, Borderlands, Palisade, Motte, Bailey, Strategic, Resistance, Garrison, Harrying, Landownership, Danelaw, Feudal System, Hierarchy, Tenants-in-Chief	Feudal System, Hierarchy, Tenants-in-Chief, Levying, Domesday Book, Suppression, Under-Tenants, Vassels, Fief, Barony, Feudalism, Forfeiture, Normanisation, Regents, Penance
<b>Assessment</b>	<p><b>Fortnightly teacher assessed pieces</b></p> <ul style="list-style-type: none"> <li>Open and closed book</li> <li>Deliberate practice of exam questions               <ul style="list-style-type: none"> <li>Describe two features of... (4)</li> <li>Explain why (12)</li> <li>How far... (16)</li> </ul> </li> </ul> <p><b>Key Topic Review</b></p> <ul style="list-style-type: none"> <li>Closed book</li> <li>End of topic knowledge review</li> </ul>	<p><b>Fortnightly teacher assessed pieces</b></p> <ul style="list-style-type: none"> <li>Open and closed book</li> <li>Deliberate practice of exam questions               <ul style="list-style-type: none"> <li>Describe two features of... (4)</li> <li>Explain why (12)</li> <li>How far... (16)</li> </ul> </li> </ul> <p><b>Key Topic Review</b></p> <ul style="list-style-type: none"> <li>Closed book</li> </ul> End of topic knowledge review	<p><b>Fortnightly teacher assessed pieces</b></p> <ul style="list-style-type: none"> <li>Open and closed book</li> <li>Deliberate practice of exam questions               <ul style="list-style-type: none"> <li>Describe two features of... (4)</li> <li>Explain why (12)</li> <li>How far... (16)</li> </ul> </li> </ul> <p><b>Key Topic Review</b></p> <ul style="list-style-type: none"> <li>Closed book</li> <li>End of topic knowledge review</li> </ul> <p><b>End of topic exam</b></p> <ul style="list-style-type: none"> <li>Closed book</li> <li>Full mock exam to examine knowledge of topic and exam skills</li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>Migration to the UK – Anglo Saxons, Vikings and Normans</li> <li>Role of Queen Emma and Queen Edith of Wessex</li> <li>Femina by Janina Ramirez</li> </ul>	<ul style="list-style-type: none"> <li>Migration to the UK – Anglo Saxons, Vikings and Normans</li> <li>Role of Queen Matilda</li> <li>Femina by Janina Ramirez</li> </ul>	<ul style="list-style-type: none"> <li>Migration to the UK – Anglo Saxons, Vikings and Normans</li> <li>Role of Queen Matilda</li> <li>Norman Women</li> <li>Femina by Janina Ramirez</li> </ul>



# Curriculum Knowledge Map 2023-24



Year 10	SPRING			
Topics	Paper 2: Weimar & Nazi Germany Edexcel 9-1	Paper 2: Weimar & Nazi Germany Edexcel 9-1	Paper 2: Weimar & Nazi Germany Edexcel 9-1	Paper 2: Weimar & Nazi Germany Edexcel 9-1
<p><b>Declarative</b> <i>What should they know?</i></p>	<p><b>Key Topic 1: The Weimar Republic, 1918-1929</b></p> <ul style="list-style-type: none"> <li>1.01 Armistice and abdication of the Kaiser</li> <li>1.02 Strengths and weaknesses of the Weimar Constitution</li> <li>1.03 Treaty of Versailles</li> <li>1.04 Political uprisings against the Weimar Republic</li> <li>1.05 Economic problems facing the Weimar Republic</li> <li>1.06 Impact of Stresemann's policies</li> <li>1.07 Standard of living and women in Golden Era of Weimar</li> <li>1.08 Cultural changes: architecture, art and cinema in Golden Era of Weimar</li> </ul>	<p><b>Key Topic 2: Hitler's rise to power 1919-1933</b></p> <ul style="list-style-type: none"> <li>2.01 Hitler's role in the DAP</li> <li>2.02 Early growth of the Nazi Party</li> <li>2.03 Causes, events and consequences of the Munich Putsch</li> <li>2.04 The lean years &amp; reorganisation of the Nazi Party</li> <li>2.05 Cause and effects of The Great Depression</li> <li>2.06 Growth of Nazi Party support</li> <li>2.07 Hitler becoming Chancellor.</li> </ul>	<p><b>Key Topic 3: Nazi Control &amp; Dictatorship, 1933-39</b></p> <ul style="list-style-type: none"> <li>3.01 The Reichstag Fire</li> <li>3.02 The Enabling Act</li> <li>3.03 Night of the Long Knives</li> <li>3.04 Police state, gestapo, SS and Concentration camps</li> <li>3.05 Nazi legal system</li> <li>3.06 Catholic, protestant Church &amp; role of the Reich Church</li> <li>3.07 Ministry of Propaganda and Enlightenment</li> <li>3.08 Berlin Olympics and Nazi use of media, rallies and sport</li> <li>3.09 Nazi control of culture and arts</li> <li>3.10 Opposition to the Nazi regime</li> </ul>	<p><b>Key Topic 4: Life in Nazi Germany, 1933-39</b></p> <ul style="list-style-type: none"> <li>4.01 Nazi views and policies on women and the family</li> <li>4.02 Nazi aims and attitudes towards youth and young people</li> <li>4.03 Nazi control of the young through education</li> <li>4.04 Nazi policies to reduce unemployment</li> <li>4.05 Changes in the standard of living in Germany</li> <li>4.06 Nazi racial beliefs and policies of minority groups</li> <li>4.07 The persecution and discrimination of the Jewish community</li> </ul>
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>• Describe key features of the past</li> <li>• Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>• Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>• PLAN and write in assessment conditions</li> <li>• Place events in chronological order</li> <li>• Make supported inferences using disciplinary language</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key features of the past</li> <li>• Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>• Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>• PLAN and write in assessment conditions</li> <li>• Place events in chronological order</li> <li>• Make supported inferences using disciplinary language</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key features of the past</li> <li>• Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>• Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>• PLAN and write in assessment conditions</li> <li>• Place events in chronological order</li> <li>• Make supported inferences using disciplinary language</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key features of the past</li> <li>• Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>• Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>• PLAN and write in assessment conditions</li> <li>• Place events in chronological order</li> <li>• Make supported inferences using disciplinary language</li> </ul>



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<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Democratic, Mutiny, Kaiser, Constitution, Coalition, Reichstag, Diktat, November Criminals, Dolchstoss, Treaty, Communism, Spartacists, Hyperinflation	Democracy, Dictatorship, Putsch, Rebellion, Economic Recession, Depression, Reich, Chancellor, Proportional Representation, Coalition Government, Propaganda	Indoctrination, Police State, Control, Trade Union, Opposition, Church, Concordat, Fuhrer, Reichstag, Enabling Act, Gleichschaltung, Sturmabteilung, Schutzstaffel, NSDAP	Kinder, Kuche, Kirche, Autarky, Autobahn, Persecution, Interpretation, Utility, Economic, Standard of Living, Unemployment, Minorities, Lebensborn
<b>Assessment</b>				
<b>Diversity</b>	<ul style="list-style-type: none"> <li>Rosa Luxemburg</li> <li>Golden Era incl. Josephine Baker</li> </ul>		<ul style="list-style-type: none"> <li>Leni Riefenstahl</li> <li>Black Nazis</li> <li>Nazi Women</li> </ul>	<ul style="list-style-type: none"> <li>Persecution of Minority Groups</li> <li>Role of Women in Nazi Germany</li> <li>Nazi Women</li> <li>Black Nazis</li> </ul>



# Curriculum Knowledge Map 2023-24



Year 10	SUMMER		
Topics	Paper 2: Superpower Relations & the Cold War Edexcel 9-1	Paper 2: Superpower Relations & the Cold War Edexcel 9-1	Paper 2: Superpower Relations & the Cold War Edexcel 9-1
<p><b>Declarative</b></p> <p><i>What should they know?</i></p>	<p><b>Key Topic 1: The origins of the Cold War, 1941-58</b></p> <p><b>1.01</b> Ideological differences between the USA and USSR</p> <p><b>1.02</b> The origins of the Grand Alliance</p> <p><b>1.03</b> Outcomes and agreements of the Tehran, Yalta and Potsdam conference</p> <p><b>1.04</b> Development of the Atomic Bomb on international relations</p> <p><b>1.05</b> Iron Curtain speech and War of Words</p> <p><b>1.06</b> Creation of satellite states</p> <p><b>1.07</b> Containment: Truman Doctrine and Marshall Plan</p> <p><b>1.08</b> Significance of Comecon and Cominform</p> <p><b>1.09</b> Causes, events and consequences of the Berlin Blockade and Airlift</p> <p><b>1.10</b> Significance of the creation of NATO and Warsaw Pact</p> <p><b>1.11</b> Causes, events, and consequences of the Hungarian Uprising</p> <p><b>1.12</b> The Arms Race</p>	<p><b>Key Topic 2: The Cold War Crises, 1958-70</b></p> <p><b>2.01</b> Khrushchev's Ultimatum</p> <p><b>2.02</b> The 4 Summits, 1959-61</p> <p><b>2.03</b> Construction of the Berlin Wall, 1961</p> <p><b>2.04</b> The Cuban Revolution</p> <p><b>2.05</b> Bay of Pigs incident</p> <p><b>2.06</b> The Cuban Missile Crisis, 1962</p> <p><b>2.07</b> Détente in the 1960s</p> <p><b>2.08</b> Prague Spring and events in Czechoslovakia, 1968</p>	<p><b>Key Topic 3: The end of the Cold War, 1970-91</b></p> <p><b>3.01</b> Détente in the 1970s: SALT, Helsinki, SALT II</p> <p><b>3.02</b> Significance of Soviet Invasion of Afghanistan</p> <p><b>3.03</b> Carter Doctrine and Olympic Boycott</p> <p><b>3.04</b> Reagan and the Second Cold War</p> <p><b>3.05</b> Gorbachev's New Thinking</p> <p><b>3.06</b> Intermediate-Range Nuclear Force (INF) Treaty, 1987</p> <p><b>3.07</b> The significance of the fall of the Berlin Wall</p> <p><b>3.08</b> The collapse of the Soviet Union</p> <p><b>3.09</b> End of the Warsaw Pact</p>
<p><b>Procedural</b></p> <p><i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>Describe key features of the past</li> <li>Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>PLAN and write in assessment conditions</li> <li>Place events in chronological order</li> <li>Make supported inferences using disciplinary language</li> </ul>	<ul style="list-style-type: none"> <li>Describe key features of the past</li> <li>Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>PLAN and write in assessment conditions</li> <li>Place events in chronological order</li> <li>Make supported inferences using disciplinary language</li> </ul>	<ul style="list-style-type: none"> <li>Describe key features of the past</li> <li>Recall specific statistics, people, places, events and dates for each strand of knowledge</li> <li>Revise independently using CHS Revision Strategies and knowledge toolkit</li> <li>PLAN and write in assessment conditions</li> <li>Place events in chronological order</li> <li>Make supported inferences using disciplinary language</li> </ul>



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<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Cold War, International Relations, Democracy, Dictatorship, Union of Soviet Socialist Republics, Mutually Assured Destruction, Paranoia, Communism, Capitalism, Conference, Stalin, Truman, Doctrine, Satellite States, Salami Tactics, Containment, Rakosi	Cominform, Comecon, Warsaw Pact, NATO, Deteriorating, Oppressive, Hawks, Doves, Exacerbated, Hostility, Turning Point, Flashpoint, Khrushchev, Eisenhower, Kennedy	Détente, Limitations, Narrative, Intercontinental Ballistic Missiles, Evil Empire, Gorbachev, Brezhnev, Reagan, Dubcek, Czechoslovakia, Amicable, Reciprocal, Era
<b>Assessment</b>	<p><b>Fortnightly teacher assessed pieces</b></p> <ul style="list-style-type: none"> <li>Open and closed book</li> <li>Deliberate practice of exam questions               <ul style="list-style-type: none"> <li>Explain two consequences of... (4)</li> <li>Write a narrative account of... (8)</li> <li>Explain the importance of... (8)</li> </ul> </li> </ul>	<p><b>Fortnightly teacher assessed pieces</b></p> <ul style="list-style-type: none"> <li>Open and closed book</li> <li>Deliberate practice of exam questions               <ul style="list-style-type: none"> <li>Explain two consequences of... (4)</li> <li>Write a narrative account of... (8)</li> <li>Explain the importance of... (8)</li> </ul> </li> </ul>	<p><b>Fortnightly teacher assessed pieces</b></p> <ul style="list-style-type: none"> <li>Open and closed book</li> <li>Deliberate practice of exam questions               <ul style="list-style-type: none"> <li>Explain two consequences of... (4)</li> <li>Write a narrative account of... (8)</li> <li>Explain the importance of... (8)</li> </ul> </li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>Hidden Figures of the Cold War</li> <li>Meanwhile, She... Women of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>Hidden Figures of the Cold War</li> <li>Meanwhile, She... Women of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>Hidden Figures of the Cold War</li> <li>Meanwhile, She... Women of the Cold War</li> </ul>



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