



## KEY STAGE 2

The History national curriculum stipulates that students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all students:  
-know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

-know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

-gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

-understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

-understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

-gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

TERM 1

TERM 2

TERM 3

## YEAR 7

### Unit 1: The Norman Age & The Crusades

**Key Themes:** Change, Turning points in history, Power, Interpretation

**Rationale:** The Norman Conquest is a hugely important period in the history of the British Isles, not just for its own fame, but also because it allows students to appreciate the chaotic origins of England as a nation state.

### Unit 2: The Middle Ages (including the Black Death)

**Key Themes:** Change and continuity, Power, Interpretations, History sources

**Rationale:** The Middle Ages is the middle period of the three traditional divisions of Western history: classical antiquity, the medieval period, and the modern period. The medieval period is itself subdivided into the Early, High, and Late Middle Ages.

### Unit 3: Medicine through time

**Key Themes:** Change and continuity over time, Turning points in history, role of key individuals

**Rationale:** In studying Medicine through time students will examine causes of illness and disease and its treatment, students should understand how key features in the development of medicine were linked with the key features of society in Britain and the wider world.

## YEAR 8

### Unit 1: The Tudor Age

**Key Themes:** Change and continuity, Turning points in history, Power, Interpretations  
**Rationale:** The Norman Conquest is a hugely important period in the history of the British Isles, not just for its own fame, but also because it allows students to appreciate the chaotic origins of England as a nation state.

### Unit 2: The Age of Exploration (including The Aztec Empire, Conquistadors and the Spanish Empire)

**Key Themes:** Change, Role of significant individuals, Turning points in history, Power, Interpretations  
**Rationale:** The Age of Exploration led to many changes, both positive and negative. On the one hand, this era increased trade and made mapping the world possible. Negative effects of the Age of Exploration include the spread of fatal diseases, decades of warfare, the destruction of many Indigenous Peoples' civilizations, and the Atlantic Slave Trade.

### Unit 3: The Age of Empire, The Age of Slavery & Persecuting Society

**Key Themes:** Change, Turning points in history.  
**Rationale:** Exploring the practical nature of the slave trade and what this looked like. The conditions for slaves. The conditions for slaves and the justification for this. Looking at why the slave trade was abolished and the impact of the slave trade historically.

## YEAR 9

### Unit 1: The Age of Warfare

**Key Themes:** Change and continuity, Interpretation  
**Rationale:** The Age of Warfare will allow students to study the 20<sup>th</sup> Century. It will book end the other 2 units in year 9 (the Rise of the Dictator's and the Holocaust). They will look at the World Wars and the Holocaust and how they shaped the world we live in today.

### Unit 2: The Rise of the Dictators

**Key Themes:** Change and continuity over time, Significance, Power,  
**Rationale:** The Rise of the Dictators will allow students to deepen their understanding of the 20<sup>th</sup> Century. It focuses on the European Fascist states and the USSR between the wars and how their actions led to WW2 and how ultimately these states shaped the world we live in today.

### Unit 3: The Holocaust

**Key Themes:** Change and continuity, Persecuting societies, History sources  
**Rationale:** The Holocaust was a defining event in human history whose legacies continue to shape the modern world. For the first – and so far, only – time, a state and its collaborators attempted to murder an entire people, using all of the resources at their disposal. The results fundamentally changed the fabric of European society and culture and had global reverberations.

## YEAR 10

### Unit 1: Weimar and Nazi Germany, 1918–39 Unit 2: Superpower relations and the Cold War, 1941–91

#### **Qualification aims and objectives**

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## YEAR 11

### Unit 1: Crime & Punishment 1000- present (thematic) Unit 2: Early Elizabethan England, 1558–88

#### **Qualification aims and objectives**

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- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

**Cultural capital:** The History curriculum at Christ the King Catholic High School significantly boosts students' cultural capital. By exploring diverse British, European and world history, students deepen their understanding of the modern world. There is a focus in each unit to provide cultural opportunities that students would otherwise not encounter e.g. jazz music in 20s Weimar Germany. The curriculum is designed to equip students with knowledge to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Topics are taught in a chronological order but rather than as a 'pub quiz of kings and queens' topics are carefully selected to provide a frame work in which students can study the development of themes, ideas and society.

**Extra-curricular:** The History Department offers a wide array of enriching extra-curricular opportunities, including Year 8 visit to the slavery museum in Liverpool. There are model making projects in every year at KS3.



# Christ the King Catholic High School: **History** - Curriculum Map 2023 - 2024

<b>ENRICHMENT &amp; PERSONAL DEVELOPMENT</b>	<b>CAREERS EDUCATION</b>
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<b>YEAR 7</b>	<p>In Year 7, we ignite the love for history by running a model castle competition. This forms part of their Age of Normans unit. There are prizes and certificates given to the best entries.</p>	<p>Historical skills developed through specifically chosen content            Inquiry led / in depth – build cultural capital (mix of British / European / world history)            Topics are taught in a chronological order            Focus on residual learning- ensuring student retain understanding of key themes, concepts and understanding of history (e.g. 1066 – Tudors importance of an heir)            Focus on (6x specific) secondary concepts:</p>
<b>YEAR 8</b>	<p>Year 8 students continue to develop their love of history by taking part in a model galleon competition. This forms part of their Age of Tudors unit. Again, there are prizes and certificates given to the best entries. Year 8 students also visit the Slavery / Maritime museum in Liverpool to enhance their learning of the Age of Exploration and the Age of Slavery.</p>	<ol style="list-style-type: none"> <li>1. CAUSE &amp; CONSEQUENCE</li> <li>2. CHANGE &amp; CONTINUITY</li> <li>3. SIMILARITY &amp; DIFFERENCE</li> <li>4. SIGNIFICANCE</li> <li>5. EVIDENCE</li> <li>6. INTERPRETATION</li> </ol>
<b>YEAR 9</b>	<p>Year 9 students continue to develop their understanding of history by taking part in a model trench competition. This forms part of their Age of Warfare unit. Again, there are prizes and certificates given to the best entries.            Students study art by David Low, contemporary 1920's and 1940s swing music as part of their studies on the Age of Warfare. They also look at the local Dick Kerr Women's football team and how they were suppressed by the FA.</p>	<p>These skills are key skills needed for careers in the creative industries, journalism, media law, the Justice system, analytics and politics.</p> <p>Students are exposed to a range of non-fiction reading and writing. These may inspire students to consider careers in history, historiography and/or academia.</p>
<b>YEAR 10</b>	<p>Students are encouraged to read / experience culture beyond the core learning e.g. watch foreign films such as Sophie Scholl.            Students study art by John Heartfield / Otto Dix and 1920s German Jazz as part of their studies on Germany in the 20<sup>th</sup> Century.</p>	<p>Students explore a range of issues within the GCSE units.</p> <p>Whilst studying Crime and Punishment they look at roles within the Police, Justice system and the media.</p>
<b>YEAR 11</b>	<p>Students are encouraged to read / experience culture beyond the core learning e.g. watch historical films such as Mary Queen of Scots.            Year 11 students enhance their knowledge and understanding of the Crime &amp; Punishment unit with a trip to Lancaster Castle.</p>	<p>Students are exposed to a range of non-fiction texts and writing. These units may inspire students to consider careers in advertising, blogging, journalism and travel writing.</p>
<b>LITERACY &amp; NUMERACY</b>	<p>At Christ the King Catholic High School, our History curriculum is designed to nurture essential literacy skills, including reading, writing and oracy. This approach begins at Key Stage 3, where we immerse students in diverse texts, fostering critical reading and meaningful discussions. We focus on developing extended written writing skills and the ability to look at events from different points of view. Our curriculum aims to empower students as skilled readers, writers, and critical thinkers, ensuring they are fully prepared for future study and employment.</p>	<b>CATHOLIC ETHOS</b>
		<p>At Christ the King, our History curriculum is thoughtfully designed to cater to the diverse needs of our students, embracing the Catholic ethos. Our inclusive approach ensures flexibility and high expectations for all, recognising the unique value of the individual.</p>