

KS4 History Curriculum Mapping

Year 10 (AQA)						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	1930s USA	Post-War USA/Korean War	Korean War/Vietnam War	Vietnam War	Migration and Empires: 793 – 1454.	Migration and Empires: 1500 – 1780.
Knowledge and skills (Content)	<p>Topics Covered in Lessons:</p> <ol style="list-style-type: none"> How did the Great Depression affect people's lives? How did Herbert Hoover respond to the Great Depression? Why did FDR win the 1932 election? How did the New Deal help America? How did the TVA help America? Why was there opposition to the New Deal? How did Lend Lease and WWII help the US economy? Why did the Great Depression end? How did popular culture develop in the 1930s? How did WWII affect women and African-Americans in the USA? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Knowledge, causation, historiographical interpretation.</p>	<p>Topics Covered in Lessons:</p> <ol style="list-style-type: none"> Why did the American economy boom in the late 1940s? Why did the American economy boom in the 1950s? How did presidents Kennedy and Johnson try to change American society? How did McCarthyism affect America? How did popular culture develop after WWII? How did people campaign for Civil Rights for African-Americans? How did Martin Luther King campaign for Civil Rights? How was violence used to campaign for Civil Rights? How did life change for women after WWII? <p>Korea:</p> <ol style="list-style-type: none"> What is the background to the Korean War? What caused the Korean War? How did the UN fight in the Korean War? How did China get involved in the Korean War? Why was General MacArthur sacked? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Knowledge, causation, historiographical interpretation.</p>	<p>Topics Covered in Lessons:</p> <ol style="list-style-type: none"> Propaganda and Source Skills How did the Korean War end? What was the impact of the Korean War? What was the most important impact of the Korean War? <p>Vietnam:</p> <ol style="list-style-type: none"> Why did the French leave Vietnam? Why was there a civil war in South Vietnam? How did the USA get involved in Vietnam? Why was the Gulf of Tonkin Incident important? Essay Skills: 16-Mark Questions Who were the Viet Cong? How did the Viet Cong fight against the Americans? Source Skills: 12-Mark Questions How did the Americans fight against the Viet Cong? (1) How did the Americans fight against the Viet Cong? (2) What happened in the Tet Offensive? What happened in the My Lai Massacre? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Interpretation, causation and source analysis.</p>	<p>Topics Covered in Lessons:</p> <ol style="list-style-type: none"> How did people protest about the Vietnam War? What happened at Kent State University? How did the media affect the Vietnam War? How did Nixon try to end the Vietnam War? How did Nixon try to end the Vietnam War? (2) Why was the Watergate Scandal important? How did the Vietnam War end? What were the consequences of the Vietnam War? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Interpretation, causation and source analysis.</p>	<p>Topics Covered in Lessons: Empires Part 1: 800s-1700s</p> <ol style="list-style-type: none"> Why do empires rise and fall? Why was Alfred the Great significant? Why were Cnut and Emma significant? How did the Angevin Empire develop? Why was King John significant? Why was the Hundred Years' War significant? How did the British develop an empire in North America? How did Britain make money in America? What was the impact of the slave trade on Britain? Why did Britain lose its American colonies? What was the impact of Britain losing its American colonies? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Source analysis, significance, knowledge, comparing events, and interpretation.</p>	<p>Topics Covered in Lessons: Empires 2: 1700s - Present</p> <ol style="list-style-type: none"> How did Britain develop an empire in India? What happened in the Indian Rebellion? What was the impact of the British Empire on India? Why did India leave the British Empire? Why did Britain develop an empire in Africa? Why did Britain add Egypt to its empire? Why is Cecil Rhodes significant? Why is the Boer War significant? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Source analysis, significance, knowledge, comparing events, and interpretation.</p>

Assessment	Short end-of-unit test: 3 past GCSE questions covering 1930s USA (40 minutes).	On completion of the USA unit: Full end-of-unit paper: 6 GCSE questions on America, 1920s-1970s.	Mini-assessment: Short test focused on knowledge recall on the Korean War.	On completion of the Vietnam unit: Full end-of-unit paper: 6 GCSE questions on War in Asia (Korea and Vietnam).	No formal assessment.	Trail Examination. Students complete a whole Paper 1 (USA/War in Asia) in 2 hours.
Cross Curricular Links	This builds on contextual knowledge delivered in Year 9 on capitalism, communism and the origins of the Cold War.		War in Asia builds on the Year 9 unit which gave a broad overview of the Cold War. It also provides context for the Year 13 unit on the USSR: 1917 – 1964.		Several aspects of this unit build on contextual knowledge introduced at Key Stage 3, especially in Year 7. This includes content on the Norman Conquest and its impact.	Several aspects of this unit build on contextual knowledge introduced at Key Stage 3, especially in Year 8. This includes content on exploration in the reign of Elizabeth I, the Transatlantic Slave Trade and the origins of the British Empire.
SMSC, British Values, Cultural Capital	Issues surrounding racism (eg. the Civil Rights Movement) and feminism (eg. the rise of Women's Lib) are covered in depth.		These topics address ethics, including the use of nuclear and conventional weapons and the impact on civilians. The role of the media and protest in democratic society are also covered in depth. Students also learn about contrasting cultures (American, Vietnamese and Korean).		This unit provides regular opportunities for assessment of the impact of migration to, from and within Britain, and the reasons for this. Different cultural and ethnic groups are covered, building a picture of the UK's cultural and ethnic diversity.	
CEIAG	Throughout the course, students are taught skills applicable to a wide range of careers. These are explained to the students both in lessons and through displays around the department. Students also receive a session in form time on careers related to History (generally in the autumn term).					
Learning outside the classroom	Homework: Students are set regular past exam questions as core homework tasks.	Homework: Students are set regular past exam questions as core homework tasks. Optional Wider Reading: <i>The Korean War: An Overview</i> by Michael Hickey, <i>BBC History website</i>	Homework: Students are set regular past exam questions as core homework tasks. Optional Wider Reading: <i>The Vietnam War 1956 – 1975 – Andrew Wiest</i> (Osprey Essentials Series)	Homework: Students are set regular past exam questions as core homework tasks.	Homework: Students are set regular past exam questions as core homework tasks. Optional Wider Reading:	
Additional Subject Specific Information	Breadth study Aspects of history addressed: Social, cultural, economic, political This unit allows students to study the experiences of different groups of people in another culture, and develop awareness of change and continuity over time.		Breadth study Aspects of history addressed: Social, military, cultural, political War in Asia was selected so that students have the opportunity to study an aspect of Asian history in depth, and to explore the interactions between capitalist and communist countries during the Cold War.		Depth Study Aspects of history addressed: Social, military, political, economic This unit was selected to give students a broad sweep of British history. It goes into depth on topics students have previously briefly encountered such as the British Empire, the slave trade and migration. The unit also provides context for students on current big issues such as debates over migration to Britain, Britain's place in the world and the climate surrounding Brexit.	

Year 11 (AQA)						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Migration and Empires: 1780 – 1900 and 1900-2022	Migration and Empires: 1900-2019 and Edward I: Government and Power	Edward I: Life in England and Conquests	Edward I Depth Study/Revision	Revision and Examinations	Students complete their exams in the first week of this term and then are no longer in lessons.
Knowledge and skills (Content)	<p>Topics Covered in Lessons: Empires 2: 1700s – Present (continued)</p> <ol style="list-style-type: none"> 1. What is imperial propaganda? 2. How did Britain lose its African empire? 3. Why did Britain join and then leave the European Union? 4. Why is the Falklands War significant? 5. Essay Skills: 16-Mark Questions <p>Topics Covered in Lessons: Migration 1: 700s – 1800</p> <ol style="list-style-type: none"> 1. Why did the Vikings migrate to Britain? 2. Why did the Normans migrate to Britain? 3. Why did people migrate to America? 4. Why did the Huguenots migrate to Britain? 5. What were the Ulster Plantations and the Highland Clearances? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Source analysis, significance, comparing events, knowledge and interpretation.</p>	<p>Topics Covered in Lessons: Migration 2: 1800s – Present</p> <ol style="list-style-type: none"> 1. Why did the Irish and the Russian Jews migrate to Britain? 2. Why did people migrate from and within Britain in the 1800s? 3. Why did people migrate to Britain from the Caribbean? 4. Why did people migrate to Britain after WWII? 5. Why do people migrate to Britain in the C21? 6. Essay Skills: 16-Mark Question <p>Edward I</p> <ol style="list-style-type: none"> 1. Who was Edward I? 2. What problems did Edward I face? 3. What problems did Edward face with the Feudal System? 4. How did Edward I solve his problems? 5. Who was Robert Burnell? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Source analysis, significance, comparing events, knowledge and interpretation.</p>	<p>Topics Covered in Lessons:</p> <ol style="list-style-type: none"> 1. How did towns develop during Edward I's reign? 2. How did the wool trade develop? 3. How did Edward I fund his government? 4. Why did Edward I expel the Jews from England? 5. How important was the Church during Edward I's reign? 6. How did education develop during Edward's reign? 7. How did crime and punishment develop during Edward's reign? 8. How did the legal system develop during Edward's reign? 9. What was warfare like in the Middle Ages 10. Why did Edward go to war in Wales? 11. What happened when Edward I invaded Wales? 12. How did Edward I control Wales? <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Historiographical interpretation, knowledge, interpretation, localised study.</p>	<p>Topics Covered in Lessons:</p> <ol style="list-style-type: none"> 1. Why did England and Scotland go to war? 2. What happened in the Battle of Stirling Bridge? 3. What happened in the Battle of Falkirk? 4. What was Edward I's legacy? 5. Historical environment depth study: 4-5 lessons. The site changes each year. 2023 – The Merchant's House, Southampton 2024 – North Wales <p>See appendix for the CHS revision guide which includes the core summative knowledge delivered in this unit.</p> <p>Disciplinary Knowledge: Historiographical interpretation, knowledge, interpretation, localised study.</p>	All lessons are focused on revision for Paper 1 and Paper 2.	
Assessment	No formal assessment – see Autumn (2).	End-of-unit test on completion of Migration and Empires: 4 GCSE exam questions in 1 hour.	Trail Examination. Students complete a whole Paper 2 (Migration and Empires/aspects of Edward I) in 2 hours.	End-of-unit test:: 4 GCSE exam questions on Edward I in 1 hour.	No formal assessment. Students will continue to complete past examination questions as part of their programme of revision.	
Cross Curricular Links	This unit builds on contextual knowledge developed in Y8 (British Empire unit).	The role of Gandhi links to material delivered in RE. Several of the topics in this unit provide context for the A Level unit on The Making of Modern Britain.	Contextual knowledge from Year 7 on castles is built on when covering Edward I and Wales. The expulsion		Not applicable.	

			of the Jews links to the study of anti-Semitism in Year 9.		
SMSC, British Values, Cultural Capital	Debates concerning the nature and legacy of the British Empire are engaged with, such as the Rhodes Must Fall debate. Students also develop understanding of how different ethnic groups and cultures have contributed to the development of modern Britain.	Students develop awareness of the impact of post-war migration on Britain. The Windrush migration is addressed in detail and issues such as diversity and racism (and the response to this) within society are covered.	Constitutional development and the origins of parliament/aspects of the legal system are addressed. Anti-Semitism is covered, as are the origins of the development of the United Kingdom.	Students develop awareness of the historic landscape and also understand historic tensions between different parts of the UK (and how this may relate to contemporary constitutional tensions).	Not applicable.
CEIAG	Students are provided with guidance about taking A Level History and the benefits of doing this, both at Options Evening and in lessons.	Throughout the course, students are taught skills applicable to a wide range of careers. These are explained to the students both in lessons and through displays around the department.			
Learning outside the classroom	<p>Homework: Students are set regular past exam questions as core homework tasks.</p> <p>After-School Revision: This runs on at least two nights a week. One session is for all students. The other is a targeted intervention session.</p> <p>Optional Wider Reading: <i>The British Presence in India in the 18th Century</i> by Peter Marshall (BBC History)</p>	<p>Homework: Students are set regular past exam questions as core homework tasks.</p> <p>After-School Revision: This runs on at least two nights a week. One session is for all students. The other is a targeted intervention session.</p> <p>Optional Wider Reading: <i>Windrush – The Passengers</i> by Mike Phillips (BBC History)</p>	<p>Homework: Students are set regular past exam questions as core homework tasks.</p> <p>After-School Revision: This runs on at least two nights a week. One session is for all students. The other is a targeted intervention session.</p> <p>Optional Wider Reading: <i>Edward I</i> by Andy King</p>	<p>Homework: Students are set regular past exam questions as core homework tasks.</p> <p>After-School Revision: This runs on at least two nights a week. One session is for all students. The other is a targeted intervention session.</p> <p>Optional Wider Reading: <i>Edward I</i> by Andy King</p>	<p>Homework: Students are set regular past exam questions as core homework tasks.</p> <p>After-School Revision: This runs on at least two nights a week. One session is for all students. The other is a targeted intervention session.</p> <p>Pre-Examination Revision: Depending on the dates of examination, weekend and breakfast revision sessions are run for final revision.</p>
Additional Subject Specific Information	<p>Breadth study</p> <p>Aspects of history addressed: social, political, economic, military</p> <p>This unit was selected to give students a broad sweep of British history. It goes into depth on topics students have previously briefly encountered such as the British Empire, the slave trade and migration. The unit also provides context for students on current big issues such as debates over migration to Britain, Britain's place in the world and the climate surrounding Brexit.</p>		<p>Depth study</p> <p>Aspects of history addressed: social, political, economic, military</p> <p>This unit was selected so that students could study an aspect of Medieval history in depth and which is not covered at A Level or at Key Stage 3. The unit was selected as it allows students to develop an understanding of how decisions made in the Middle Ages impact our country today (eg. debates over the future of the UK).</p>		