



Curriculum Map cover sheet

History	Year 7	Key Stage 3
Links to prior learning Students enter Year 7 History with a varying level of historical knowledge. Year 7 starts by ensuring all students have the basic core skills of History, so that they can access the key content moving forward. Topic one is an overview of British History from 3000 BC to today, ensuring that all students have a similar baseline understanding of the story moving forward throughout their time at Queensmead.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
Literacy Literacy is a key feature of Ancient History - students are taught how to analyse sources for information, organise their answers and write clear, well explained responses to a range of question types. Sentence starters, stepping stones and key definitions all used to scaffold students. Example answers also provided as WAGOLLS.	Oracy Teachers model oracy through reading, students are given opportunities to discuss work and present their ideas to the class.	Numeracy Some graph work and percentages used in different topics
Careers across the Curriculum History teaches students a range of skills applicable to a large variety of careers. These include analysis, evaluation and effective communication (both verbal and written). When appropriate, the link between these skills to potential careers (law, teaching, journalism) are signposted.	Wider Curriculum opportunities We run a range of trips available to all Key Stages: ie the Battlefields Trip to Belgium and northern France. Studying WW1 links to poems covered in English.	Super Curriculum See History Super Curriculum here .
Assessment and feedback Formative assessment is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year. Assessments are “mastery” assessments, which are designed to both assess student knowledge and skills, but also teach them how to prepare and plan for actual exams at KS4 and KS5.		



Curriculum Map cover sheet

History	Year 8	Key Stage 3
Links to prior learning Students enter Year 8 History having covered British History from 1000 up until 1700. Year 8 becomes more international in its focus, allowing students to draw comparisons between Britain and other places (such as Mali) at similar times. The narrative also continues forward into the 19th and 20th centuries, allowing students to see how ideas evolve and change over time.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
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Assessment and feedback Formative assessment is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year. Assessments are “mastery” assessments, which are designed to both assess student knowledge and skills, but also teach them how to prepare and plan for actual exams at KS4 and KS5.		



Curriculum Map cover sheet

History	Year 9	Key Stage 3
Links to prior learning Students enter Year 9 History having covered a range of British and international History from 1000-present. They will use this understanding of the past to explore more mature topics, such as the Holocaust.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
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Assessment and feedback Formative assessment is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year. Assessments are “mastery” assessments, which are designed to both assess student knowledge and skills, but also teach them how to prepare and plan for actual exams at KS4 and KS5.		



Curriculum Map cover sheet

History	Year 10/11	Key Stage 4
Links to prior learning Students cover Weimar and Nazi Germany, which links to topics on the causes of WWI from Y8 and reasons for Germany's defeat in WWI in Y9. Early Elizabethan England links to topics covered in Y7 about Tudor England and the Reformation, whilst coverage of Witchcraft in Y9 appears again as part of the Crime paper.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
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Assessment and feedback Formative assessment (mini-whiteboards, cold calling etc) is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year. These assessments are modelled on actual exam papers.		



Curriculum Map cover sheet

History	Year 12/13	Key Stage 5
Links to prior learning Students learn about the crime of witchcraft as part of their GCSE Crime and Punishment paper, which introduces them to the basic ideas behind the Witchcraze. Coverage of Elizabethan England and the Protestant Reformation gives them background on the unit on Britain from 1625-88. The Cold War GCSE paper provides understanding of Communism, which is relevant to both the Russian Revolution paper and coursework module.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
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Assessment and feedback Formative assessment (mini-whiteboards, cold calling etc) is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year (per paper). These assessments are modelled on actual exam papers.		

History Curriculum design

The three main ideas we aim to teach students in History are; **story, skills and morals**. Students should have a general idea of **the story of History** (its chronology, when events take place in relation to other topics they have covered). They should gain the **key skills** necessary to study and discuss the past (change and continuity, similarities and differences, source analysis, significance, interpretations) in KS3; this will prepare them for GCSE study as well as help develop their communication, comprehension and analytical skills that will make them more rounded individuals and prepare them for life post education. Finally we want our students to **learn the lessons of the past** to become more informed adults, through the study of topics such as the Holocaust, the impact of colonialism and the persecution of people believed to be witches (to name a few). We believe that our students should leave school having an understanding of our common humanity and diversity, with a conceptual means to make sense of their lives. All three of these ideas will help our students have a better appreciation of the society they live in and give them the skills they need to succeed in later life.

Topics link to later topics, giving students contextual knowledge to access later content. More information can be found on the [Departmental Calendar](#). For more details on the curriculum intent and implementation within the History Department please visit this [document](#).

Year	Course Units	Story	Skills	Morals	Cross Curricular links
7	- Who is Britain - The Norman Conquest - Life in Mediaeval Britain - The Wars of the Roses - The Tudors - Mughal India and England comparison	Year 7 covers a range of ideas, including the development of democracy in Britain, the evolution of Britain's relationship with its closest neighbours and the development of what it means to be British and what values we have in this country. - Overview of British history, gives students general idea of the chronology of their KS3 course - Begins the story in 1066- students will have an understanding of what came before 1066 from the previous unit - This unit is more focused on the social history of Britain during this time, builds on work from previous units - Acts as a bridge in the story from Mediaeval to Early Modern - Continuation of the story following the end the Wars of the Roses - Continuation of the story from the Tudors	- Change and continuity - Causation - Significance - Interpretations - Significance - Similarities and differences	Unit 1 looks at the story of immigration to Britain, from prehistoric to modern. Gives students a clear idea of the benefits of a multicultural society Unit 6 gives students a better understanding of what was happening elsewhere in the world during a period they have studied a lot (Tudor/Stuarts).	- Study of the Reformation links to RS looking at differences between Catholic and Protestant beliefs, as well as the interaction between Muslims and Hindus under the Mughals - Studying the Tudors and Stuarts help with contextual knowledge of Shakespeare in English (where they study MacBeth at GCSE)
8	- Who was the most significant Britain of the 18th/19th centuries? - Was the British Empire a good or a bad thing? - Why did WWI start? - How similar were WWI and WWII? - What was the Holocaust? 20th Century	Year 8 continues the story on from Year 7 by looking at Britain's transformation into a modern democracy and the route we took to get there. Students will have a better understanding on how Britain impacted the rest of the world, both positively and negatively, and how our modern British values have evolved over time. - Continuation of the story from Y7, moving from the early modern into the industrial revolution - This unit does progress the historical story, however it also overlaps with the previous unit, however it introduces a more global focus and gives students an understanding of the impact of Britain elsewhere in the world - First 20th century unit; moves the narrative into this century whilst still making reference to previous unit - Comparison unit- less story focused but still fits into the SOW story by coming after the causes of WW1 - Teaching the Holocaust after WW2 feels most appropriate as students would already have an understanding of some of the background context - Overview of the 20th century, however progresses the story forwards into the late 20th century	- Significance - Interpretations - Causation - Similarities and differences - Causation - Significance	Unit 1 includes lessons on Mary Wollstonecraft, discusses the beginnings of feminism and its importance Unit 2 covers the impact of the British Empire, including slavery and Britain's role in operating and then ending slavery. Ties in with school values of kindness and respect Unit 5 covers the Holocaust, touches on key values of kindness and respect as well as the importance of learning about the past	- WWI links to war poetry in English - Significant Britons covers inventions in science
9	- Bronze Age Collapse - Significance of the Crusades - Mansa Musa and the Malian Empire - Henry VIII and his ministers - The Witchcraze 1500-1750 - The Irish Potato Famine - Reasons Germany lost WWI	Chronological story of 1000-2000 completed in Y7-8. Y9 focuses on key topics from across this period, designed to introduce new content and/or GCSE style questions as part of being a taster year. - Introduces students to the ancient world and sets up the Ancient History course. Also links back to content covered in unit 1 for Y7 - Students will have covered Henry in Y7, however this course will go into more depth about his divorce of Catherine of Aragon and relationship with Wolsey and Cromwell - This unit draws upon previous coverage of Tudor and Stuarts, in particular religious tensions to look at the growth in accusations of Witchcraft - This unit draws upon content covered in Y7 and Y8 to look in detail at the causes and consequences of the Potato famine - This unit builds upon content covered at the start of Y8, looking at how industrialisation changed London during the period 1750-1900	- Interpretations - Significance - Source analysis skills - Causation - Source analysis skills - Causation + Source analysis skills - Interpretations	Unit 2 looks at the dangers of scapegoating people and how these situations can arise in a society Unit 4 gives students a grounding in their local area and an understanding of what makes it unique	- Bronze Age Collapse has significant links to climate change and geography - Crusades links to RS - Witchcraze links to RS - Tudor content has links to Shakespeare in English

		6. This topic links back to the causes of WW1 unit from Y8, whilst also providing a bridge for those students taking the GCSE to the Weimar and Nazi Germany unit			
10	1. Early Elizabethan England 2. Weimar and Nazi Germany	1. We begin Y10 with this unit as chronologically it comes first out of the options. 2. Students will have covered the reasons Germany lost WW1 in Y9 and the nature of WW1 in Y8 so will have some background knowledge to draw upon when beginning the course. 3.	1. Significance 2. Interpretations and source skills	Unit 1 includes lessons on the causes of poverty and people's attitudes towards the poor, touching upon the importance of key school value of kindness Germany course covers the rise of facism, students learn about how fragile democracy is and how important it is to preserve it.	- Links to RS due to importance of Protestantism and Catholicism during Elizabeth's reign
11	1. Cold War and Superpower relations 2. Crime and Punishment 3. Whitechapel, 1870-1900 4. Revision A) Elizabeth B) Germany C) Cold WarCrime D) Whitechapel	1. We teach Cold War and superpower relations after Germany as the early Cold War is a direct consequence of the defeat of Nazi Germany. We have also covered key ideas like Communism in the previous unit which means students already have an understanding of some of the big ideas for this unit 2. We study the Crime paper last as it allows students to draw upon the previous 3 topics (Elizabeth, Germany and Cold War) as background information. As Crime is an overview course (1000-2000) we decided this made the most sense so our students could apply their existing understanding to new content 3. As Whitechapel is part of the Crime paper we study it as a unit within the Crime SOW. However it draws upon information covered as a part of the main Crime paper and so we look at it last so students can make those links to their previous learning 4. The remainder of Y11 is spent revising content for the GCSE. We follow the same structure to our revision as the main SOW to ensure we address topics that students haven't looked at for the longest period of time.	1. Causation and Consequence, significance 2. Change and continuity 3. Source analysis skills 4. All of the above	The Cold War course gives students context to many of the major events in recent history (a very recent example being the Russian invasion of the Ukraine) as well as the importance of democracy of autocracy (which ties in with the British value of democracy). In both Crime and Whitechapel students have to confront the causes of poverty and how this can lead to crime, as well as big questions around the role of the state in enforcing the law and how best to punish offenders (and to what extent they could/should successfully rehabilitated)	- Links to A level Geography (Cold War and Superpower relations) - Criminology links to crime and punishment - Human geography in Whitechapel - Questions around treatment of criminals links to RS GCSE
12	1. Witch Craze in Europe and North America 2. USA: Boom, Bust and Recovery	In Y12 these units are taught simultaneously rather than one after the other. Both of these units draw upon content covered at GCSE and KS3. Students will have covered the early modern period as part of their Crime paper, including looking at witchcraft as a crime, so will already have some knowledge of this course. The USA course is focused on the middle of the 20th century. Students will have looked at this period already from Germany's perspective and so will have some understanding about the important global events which shaped the period (Wall Street Crash, Great Depression, Cold War etc) Both of these units also a have a significant focus on source analysis, so covering them at the same time is helps our students master these skills for their exams	1. Source analysis skills+Causation Significance 2. Source analysis skills+Causation Significance	Witchcraft looks at the dangers of scapegoating people and how these situations can arise in a society. It also covers the importance of education in helping to overcome prejudice. USA course covers topics such as the treatment of minorities in the USA, the influence of racism through groups like the KKK and how racist policies can have far reaching effects (such as redlining, Levittowns etc). These all link into the school values of kindness and respect	- Scientific revolution links to Science - Lots of economics in the USA course
13	1. Britain Transformed 2. Cold War coursework	In Y13 these units are taught simultaneously rather than one after the other. Both of these units draw upon content covered in Y12, at GCSE and at KS3 Britain transformed looks at a similar period of time to the Y12 USA course. This means students are able to make links and compare the impact of key global events and their impact on Britain (ie the Great Depression, WW2). The coursework focuses on the causes of the Cold War, specifically who is to blame for the initial breakdown in relations after WW2. Students will draw upon content covered at GCSE, as well as the later units from the USA course in Y12 Both of these units also a have a significant focus on interpretations, so covering them at the same time is helps our students master these skills for their exams	1. Significance, Interpretations, causation, similarities and differences, change and continuity 2. Causation + interpretations	The Britain course covers big questions such as how large a role the state should take in people's lives, how attitudes towards women changed, the impact of immigration and responses to them etc. These all link into the school values of kindness and respect as well as giving students a clearer understanding of recent events.	- Economic focus to the course links well with key macro topics in economics - Also links to sociology