

## Curriculum Map – Long Term Planning

Subject: History				Key stage: 4		
Year	Autumn Term	Spring Term	Summer Term	Cross Curricular links	Social Development	Careers and FE
<b>1</b>	<u>Autumn 1</u>  <b>Course Introduction and Skills Practice</b>  <b>Period Study – The Making of America, 1789-1900</b> <b>America’s expansion 1789–1838</b> • How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838	<u>Spring 1</u>  <b>Period Study – The Making of America, 1789-1900</b> <b>Settlement and conflict on the Plains 1861–1877</b> • The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877) <b>American cultures 1877–1900</b> • Changes to the Plains Indians’ way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration	<u>Summer 1</u>  <b>History around Us – Colchester Castle</b>  <b>Norman Britain</b> • Norman settlement and significance of Colchester • Reason for the choice of site • Phases of construction • Barons war and siege as the castle changes hands <b>Early Modern and Later Modern Britain</b> • Mathew Hopkins and witch trials • English Civil War • Private ownership, prison and recreational and recreational development	<u>English</u> Reading comprehension, PEE, extended writing, presentations, class discussion and debates  <u>Maths</u> Data handling and interpretation.  <u>SMSC</u> Religious persecution and conflict across place and time, development of English culture, society and state.	<u>Communication</u> Pair and group work. Class discussion and Q&A activities. Written answers  <u>Managing myself</u> Listening to alternative opinions, having opinions challenged, following group discussion and Q&A etiquette. Visiting public site and mixing with students from other schools.  <u>Resilience</u> Working towards personal and academic targets. Correcting and/or improving work.	Review available college courses and entry qualifications.  Focus on transferable skills.  Well known history graduates and how historical analysis skills helped their careers.  Careers in leisure and tourism, heritage and museums.
	<u>Autumn 2</u>  <b>Period Study – The Making of America, 1789-1900</b>	<u>Spring 2</u>  <b>History around Us – Colchester Castle</b>	<u>Summer 2</u>  <b>History around Us – Colchester Castle</b>			

	<p><b>The West 1839–1860</b></p> <ul style="list-style-type: none"> <li>• The culture of the Plains Indians including a case study of the Lakota Sioux</li> <li>• The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah</li> <li>• The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)</li> </ul> <p><b>Civil War and Reconstruction 1861–1877</b></p> <ul style="list-style-type: none"> <li>• Divisions over slavery and the causes of the Civil War</li> <li>• The African American experience of the Civil War, 1861–1865</li> <li>• Reconstruction and continuing limitations to African American liberty</li> </ul>	<p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>• Roman settlement and significance of Colchester</li> <li>• Significance of temple site</li> <li>• Boudica’s uprising and destruction of temple site</li> <li>• Roman withdrawal and decline of site</li> </ul>	<p><b>Early Modern and Later Modern Britain</b></p> <ul style="list-style-type: none"> <li>• Mathew Hopkins and witch trials</li> <li>• English Civil War</li> <li>• Private ownership, prison and recreational and recreational development</li> </ul> <p><b>Site visit and project</b></p>			
2	<p><u>Autumn 1</u></p> <p><b>(Yr9-11) British Depth Study - The Elizabethans, 1580–1603</b></p> <p><b>The power of the queen</b> • Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex • Elizabeth and her parliaments including opposition from Puritans • Elizabeth and her people including local government and propaganda</p> <p><b>The nature and extent of a Catholic threat</b> • The</p>	<p><u>Spring 1</u></p> <p><b>(Yr9-11) British Depth Study - The Elizabethans, 1580–1603</b></p> <p><b>The nature and significance of England’s connections with the wider world</b> • Imperial ambition: the motives and achievements of Elizabethan adventurers • Roanoke: England’s attempt at an American colony • Trade with the east, including first contacts with India</p>	<p><u>Summer 1</u></p> <p><b>(Yr 9/10) Thematic Study - The People’s Health, c.1250 to present</b></p> <p><b>Early Modern Britain c.1500–c.1750</b> • Cultural, social and economic change including the growth of towns: an overview • Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the</p>	<p><u>English</u> Reading comprehension, PEE, extended writing, presentations, class discussion and debates</p> <p><u>Maths</u> Data handling and interpretation.</p> <p><u>SMSC</u> Religious persecution and conflict across place and time, development of English culture, society and state.</p>	<p><u>Communication</u> Pair and group work. Class discussion and Q&amp;A activities. Written answers</p> <p><u>Managing myself</u> Listening to alternative opinions, having opinions challenged, following group discussion and Q&amp;A etiquette. Visiting public site and mixing with students from other schools.</p> <p><u>Resilience</u> Working towards personal and academic targets.</p>	<p>Review available college courses and entry qualifications.</p> <p>Focus on transferable skills.</p> <p>Well known history graduates and how historical analysis skills helped their careers.</p>

	<p>enforcement of Elizabeth's religious settlement after 1580 • Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network • Mary Queen of Scots, the Armada and war with Spain</p>		<p>government response to the gin craze, 1660–1751</p> <p><b>(Yr11) Course recap and revision</b></p>		<p>Correcting and/or improving work.</p>	<p>Careers in the health, social care, local and national government.</p>
	<p><u>Autumn 2</u></p> <p><b>(Yr9-11) British Depth Study - The Elizabethans, 1580–1603</b></p> <p><b>The nature and dynamics of Elizabethan society</b> • The contrasting lives of rich, middling and poor Elizabethans • Family life: husbands and wives, parents and children, wider kinship • Poverty: its causes, Elizabethan explanations and responses  <b>Popular culture</b> • Theatres and their opponents • The Puritan attack on popular pastimes • The persecution of witches</p>	<p><u>Spring 2</u></p> <p><b>(Yr 9/10) Thematic Study - The People's Health, c.1250 to present</b></p> <p><b>Medieval Britain c.1250–c.1500</b> • The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. • Responses to the Black Death: beliefs and actions • Approaches to public health in late-medieval towns and monasteries</p> <p><b>(Yr11) Course recap and revision</b></p>	<p><u>Summer 2</u></p> <p><b>(Yr 9/10) Thematic Study - The People's Health, c.1250 to present</b></p> <p><b>Industrial Britain, c.1750–c.1900</b> • Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives</p> <p><b>Britain since c. 1900</b></p> <ul style="list-style-type: none"> <li>• Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles</li> </ul>			

<b>3</b>	<p><u>Autumn 1</u></p> <p><b>(Yr9-11) World Depth Study - Living under Nazi Rule, 1933–1945</b></p> <p><b>Dictatorship</b> • Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934</p>	<p><u>Spring 1</u></p> <p><b>(Yr9-11) World Depth Study - Living under Nazi Rule, 1933–1945</b></p> <p><b>Germany in War</b> • The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945</p> <p>Occupation • The contrasting nature of Nazi rule in eastern and western Europe • The Holocaust, including the Einsatzgruppen, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance</p>	<p><u>Summer 1</u></p> <p><b>(Yr9/10) Thematic Study - Crime and Punishment, c.1250 to present</b></p> <p>Industrial Britain, c.1750–c.1900 • The enlightenment, urbanisation and political change: an overview • Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century • The introduction and development of the police force • Changes in punishment including the growth of prisons, transportation to Australia and prison reform</p> <p><b>(Yr11) Course recap and revision</b></p>	<p><u>English</u> Reading comprehension, PEE, extended writing, presentations, class discussion and debates</p> <p><u>Maths</u> Data handling and interpretation.</p> <p><u>SMSC</u> Religious persecution and conflict across place and time, development of English culture, society and state.</p>	<p><u>Communication</u> Pair and group work. Class discussion and Q&amp;A activities. Written answers</p> <p><u>Managing myself</u> Listening to alternative opinions, having opinions challenged, following group discussion and Q&amp;A etiquette. Visiting public site and mixing with students from other schools.</p> <p><u>Resilience</u> Working towards personal and academic targets. Correcting and/or improving work.</p>	<p>Review available college courses and entry qualifications.</p> <p>Focus on transferable skills.</p> <p>Well known history graduates and how historical analysis skills helped their careers.</p> <p>Careers in law, law enforcement and prosecution service.</p>
	<p><u>Autumn 2</u></p> <p><b>(Yr9-11) World Depth Study - Living under Nazi Rule, 1933–1945</b></p> <p><b>Control and Opposition, 1933–1939</b> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups</p>	<p><u>Spring 2</u></p> <p><b>(Yr9/10) Thematic Study - Crime and Punishment, c.1250 to present</b></p> <p><b>Medieval Britain</b> c.1250–c.1500 • The characteristic features of medieval Britain: an overview • Crimes and criminals in medieval Britain • Enforcing law and order including policing and different types of court • Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment</p>	<p><u>Summer 2</u></p> <p><b>(Yr9/10) Thematic Study - Crime and Punishment, c.1250 to present</b></p> <p><b>Britain since c.1900</b> • Major technological, social and political changes: an overview • Changes in the crime rate and in types of crime • Changes in law enforcement including the use of new technology • Changes in punishment including the abolition of capital punishment and changes in prisons</p>			

	<p><b>Changing Lives, 1933–1939</b> • Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews</p>	<p><b>Early Modern Britain c.1500–c.1750</b> • Major religious, political and social changes: an overview • The changing nature of crime including vagrancy, moral crime and witchcraft • Enforcing law and order including secular and church courts and the roles of different law enforcers • Changes in punishment including the introduction of the ‘Bloody Code’</p> <p><b>(Yr11) Course recap and revision</b></p>				
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