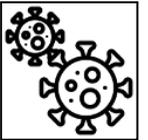




History Curriculum Map

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| <p>St. Cuthbert's Curriculum Vision</p>  | <p>The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.</p> |
| <p>History Curriculum Vision</p>  | <p>Through the study of History at St. Cuthbert's our vision is that our students develop an understanding of and respect for the complexity of people's lives, the process of change, and the diversity of experience and views within societies throughout time, both in Britain and in the wider world. Furthermore, our vision is that we equip our students with the powerful knowledge they need to understand and take an active part in society. Our programme of study exposes students to the contributions of ordinary and extraordinary people in exciting times. We aim to foster curiosity in our students and help to inspire in them a life-long love of learning, which allows them to continue to develop long after they have left school. Students at St. Cuthbert's will develop key skills which will support them to become successful both academically and in their lives in the modern world.</p> |

| Catholic Mission | Careers (CEIAG) | COVID Catch-up | Cultural Capital | Enrichment Opportunities | Preparing for life in modern Britain | Literacy and communication | Skills for Life |
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| History 'at a glance' | | | | | | |
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| | AUTUMN | | SPRING | | SUMMER | |
| YEAR 7 | What is history? Pre- 1066 Study: Christianity | Normans Conquer and Control | Importance of the Church by 1547 | The Golden Age – Elizabethan England | Where Kings back in fashion by 1660? | English Civil War |
| YEAR 8 | The Industrial Revolution | The British Empire | The Slave Trade | World War One | World War Two | World Ware Two and the Home Front |
| YEAR 9 | The Holocaust | | The Cold War | | Challenges to inequalities in the UK and the USA | |
| YEAR 10 | Britain: Health and the People c1000 – Present Day | | | Norman England 1066 – c1100 | | Conflict and Tension: first World War 1894- 1918 |
| YEAR 11 | Conflict and Tension: first World War 1894-1918 | Germany 1890 -1945 Democracy and Dictatorship | | GCSE Revision | | |



| YEAR 7 | | AUTUMN | | SPRING | | SUMMER | |
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| Year 7 | Theme | <p>What is History?</p> | <p>Pre – 1066 study NC7, NC8</p> | <p>The Normans NC1, NC8</p> | <p>Importance of the Church by 1547 NC1, NC2, NC8</p> | <p>The Golden Age – Elizabeth I NC2, NC8</p> | <p>Kings back in fashion NC2, NC6, NC8,</p> |
| | Knowledge / skills | <p>Knowledge</p> <ul style="list-style-type: none"> To introduce students to the key skills used whilst studying History. <p>Skills</p> <ul style="list-style-type: none"> Chronology Evidence skills Key words | <p>Knowledge</p> <ul style="list-style-type: none"> The origins of Christianity The spread of Christianity St Cuthbert Rochdale and Christianity <p>Skills</p> <ul style="list-style-type: none"> Historical significance. Source Skills | <p>Knowledge</p> <ul style="list-style-type: none"> How William controlled England. Feudalism Medieval Society Domesday Book Castles The impact of Conquest on the English. <p>Skills</p> <ul style="list-style-type: none"> Causation Change and continuity Source Skills Chronology Explanation | <p>Knowledge</p> <ul style="list-style-type: none"> Social and moral influences of the Church in British Society. Struggle between Crown and Church Impact of Black Death Tudors Diversity in Tudor England Reformation <p>Skills</p> <ul style="list-style-type: none"> Change and Continuity Significance Source skills | <p>Knowledge</p> <ul style="list-style-type: none"> Elizabethan Society Elizabethan law and order Rebellions to Elizabethan rule <p>Skills</p> <ul style="list-style-type: none"> Change and Continuity Using evidence | <p>Knowledge</p> <ul style="list-style-type: none"> Causes of the Civil War Trial and execution of Charles I Oliver Cromwell Rochdale's involvement in the Civil War <p>Skills</p> <ul style="list-style-type: none"> Cause and Consequence Significance |

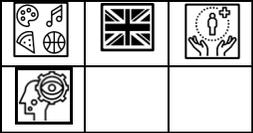
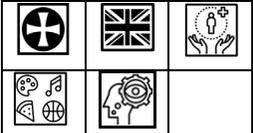
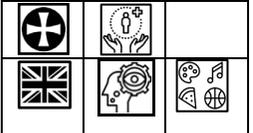
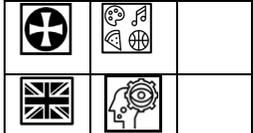


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| | Rationale | <p>Previous Links: At KS2 students should have some understanding of Chronology, change and continuity, cause and consequence, and significance. They will have studied local, British and wider world History.</p> <p>Future Links: Anglo- Saxons, the Normans. Students will further develop their use of second order concepts.</p> <p>Why this? This unit ensures that students have a good understanding of historical literacy, and the key concepts of chronology, and the use of</p> | <p>Previous Links: KS2 Romans, Anglo-Saxons. Jesus Christ – God and Christian conversion. Concepts and Skills.</p> <p>Future Links: Norman England, Power of the Church. Concepts and skills.</p> <p>Why this? One of the most important aspects of St. Cuthbert's whole-school curriculum vision is that we promote an understanding of Jesus Christ and his Church. This topic encapsulates our vision entirely, and has a lesson dedicated to the life of Jesus and further lessons</p> | <p>Previous Links: Anglo-Saxons, Vikings, Life before 1066, Death of Edward the Confessor. Challenges to the English throne. European invasions.</p> <p>Future Links: Power of the monarchy, Control, future battles, Normans at GCSE. Concepts and skills.</p> <p>Why this? Whilst most modules on the Normans cover the battle of 1066 this provides students with a wider understanding of the period in British history that still holds significance today as, arguably,</p> | <p>Previous Links: Christianity – Links to school ethos, Anglo-Saxon society compared with Norman society.</p> <p>Future Links: Power and conflict throughout the course. The power of the church and changes to religion. Norman England GCSE. Europe – Reformation</p> <p>Why this? The importance of the church allows the students at St. Cuthbert's to understand the importance of the church from an historical point of view and why religion is embedded into their education at</p> | <p>Previous Links: Religion, Henry and the Reformation, Power of the church/monarch.</p> <p>Future Links: Empire, women's history. Britain's role within Europe.</p> <p>Why this? Studying Elizabeth I of England allows students to learn about a significant female monarch. The monarchy has been male-dominated throughout history and this series of lessons allow us to teach why this was the case and explore a pivotal change in history where it became more accepted that a woman could assume the</p> | <p>Previous Links: Elizabeth, Battle of Hastings (sides) Control – monarch, church and society</p> <p>Future Links: Causes of War, revolution, impact of war on society. Role of individuals in history and the role of government. WWI, WWII, conflict, and Germany.</p> <p>Why this? Power and conflict in society – link to current political affairs and democracy. This unit ensures that students understand the structure of monarchy and government in</p> |
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| YEAR 7 | | AUTUMN | | SPRING | | SUMMER | |
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| | | historical evidence. The summative assessment will identify gaps in knowledge and skills that may or may not have been addressed in KS2. | which will allow students to comprehend how Christ went on to influence the lives of many. | William was the very man who shaped modern British society. This unit engages students with the events of the Battle of Hastings but also introduces students to historical sites such as castles that they may have visited. | our school. This topic links to the previous topic of the pre-1066 study of how Christianity came to England and gives students the opportunity to see the bigger picture and explore the continuation of religion which is very much still a part of their lives today. | throne. This topic feeds into the previous topic of the power of the church and the role of the Tudors. Although the country reverts to the monarch being the head of the church under Elizabeth, there is less tension between Catholicism and Protestantism during the reign of Elizabeth I, which promotes tolerance. | Britain and the power that it previously had in light of the events of the English Civil War. Following the Elizabethan unit, which focuses on the power of the monarchy, this unit follows the reign of King Charles I and the clash with parliament. |



| YEAR 8 | | AUTUMN | SPRING | SUMMER | |
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| Year 8 | Theme | <p>Industrial Revolution NC3, NC4, NC6, NC8</p>  | <p>The British Empire NC3</p>  | <p>Conflict – WWI NC4, NC6</p>  | <p>WWII Home front NC4, NC8</p>  |
| | Knowledge / skills | <p>Knowledge:</p> <ul style="list-style-type: none"> Changes made to farming The impact that the Industrial Revolution had on Britain as a whole and the wider world. Rochdale's part in the Industrial revolution – Co-op. Working and living conditions Power of the people. <p>Skills:</p> <ul style="list-style-type: none"> Significance Change and Continuity Causation Using historical evidence Literacy | <p>Knowledge:</p> <ul style="list-style-type: none"> Creation of the empire Britain's role in the world What Britain gained from having an empire The impact of the British empire on other countries. Why Britain was engaged in the Slave Trade. Success and failures of the British Empire. <p>Skills:</p> <ul style="list-style-type: none"> Significance – Key individuals Causation Using historical evidence Judgement Literacy | <p>Knowledge:</p> <ul style="list-style-type: none"> Key causes of WWI Conditions in the trenches Britain's empire and how it links to the war. Key battles of WWI Key knowledge about the Home Front How Germany was punished after the war. <p>Skills:</p> <ul style="list-style-type: none"> Causation Chronology Significance Using historical evidence | <p>Knowledge:</p> <ul style="list-style-type: none"> Causes of the Second World War Positives and negative of Dunkirk How the Blitz affected morale on the Home Front. Know what evacuation was like for people during the Second World War. The impact rationing had on people's lives. <p>Skills:</p> <ul style="list-style-type: none"> Causation Using historical evidence Interpretation Literacy |



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| Rationale | <p>Previous Links: Power of the people. Challenges to the government. Links to the wider world</p> <p>Future Links: Elizabeth, the Empire, Slave trade, struggle of the people against the ruling classes. Inequality – Britain and the modern world. Industrialisation and War. Mechanisation, GCSE Britain: Health and the People</p> <p>Why this? The Industrial Revolution is the most important transformation humankind has ever witnessed. A process that is still transforming us today, as the canals are becoming beauty spots and the factories of Rochdale are relocated or made into luxury apartments. The industrial revolution has undoubtedly shaped Rochdale as a community. Understanding the impact it had on society, locally and</p> | <p>Previous Links: Industrialisation, Political power, Power of the British monarchy, diversity.</p> <p>Future Links: Britain's relationships with Europe and the Wider World. WW1 and Britain's allies. Equality, Inequality, and the origins of this.</p> <p>Why this? This ensures that students have a clear understanding of Britain's impact on the world, and allows them to make informed decisions on the legacies of key individuals. This unit also exposes students to the study of other cultures as they examine the impact of the Empire on other countries and the slave trade. The local study of Rochdale's anti-slavery activity explores individual abolitionists who led speeches and public meetings, and cotton workers</p> | <p>Previous Links: War: impact on society. Industrialisation and mechanisation. Britain's relationships with Europe, the British Empire.</p> <p>Future Links: Conflict and Tension GCSE Studies. Social, economic and political responses to war. Nazi Germany, Modern Warfare. International relations,</p> <p>Why this? Studying the First World War draws together the students' recent study of Britain's place in the world and new industrial developments that also changed the nature of warfare. This draws student's attention to the depth studies that allow them to understand modern international relations and difficult concepts such as communism and terrorism. Students will have the opportunity to engage in a</p> | <p>Previous Links: Unity: how Britain reacts in times of crisis, The Empire, Leadership WWI, Position of the government.</p> <p>Future Links: Holocaust, Terrorism, modern warfare. GCSE Democracy and Dictatorship.</p> <p>Why this? Links are made to the Second World War through Hitler's social, political and economic policies. This unit allows students to understand the efforts undertaken by members of the British public during the Second World War. This introduces the students to the concept of 'history from below' and the stories about people that they can identify with. It also encourages students to look at the use of propaganda in Britain and the impact this had on morale. This will be linked to the current historical event of COVID 19</p> |
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| YEAR 8 | | AUTUMN | SPRING | SUMMER |
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| | | nationally, is essential to understanding today's political and economic climate. | who supported public campaigns. | local study related to the topic. and how British morale has been important throughout. |



| YEAR 9 | | AUTUMN | SPRING | SUMMER |
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| Year 9 | Theme | <p>The Holocaust NC5</p> | <p>The Cold War NC4</p> | <p>Inequality in the UK and the USA NC4, NC8</p> |
| | Knowledge and skills | <p>Knowledge:</p> <ul style="list-style-type: none"> • What Jewish life was like before the Holocaust • The causes of Anti-Semitism • Resistance • Genocide <p>Skills:</p> <ul style="list-style-type: none"> • Significance • Causation • Change and continuity • Using historical evidence | <p>Knowledge:</p> <ul style="list-style-type: none"> • Causes of the Cold War • Elements that created tension • Division of Berlin • Blockade • Cuban Missile Crisis <p>Skills:</p> <ul style="list-style-type: none"> • Significance • Causation • Using historical evidence • Literacy | <p>Knowledge:</p> <ul style="list-style-type: none"> • Segregation and the Jim Crow Laws • Education – Little Rock • How the case of Emmett Till sparked the Civil Rights Movement • Role of the different leaders • Challenges to inequalities in Britain. <p>Skills:</p> <ul style="list-style-type: none"> • Change and Continuity • Significance • Causation • Using historical evidence |



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| | Rationale | <p>Previous Links: Political power. WWI, WWII, Democracy and dictatorship, Inequalities/equality, International relations.</p> <p>Future Links: Political differences, Inequalities. GCSE Nazi Germany, A Level.</p> <p>Why this? As the compulsory part of the National Curriculum, we have done our best to ensure that our Holocaust education is at the highest standard possible. The CL and members of staff have attended CPD on this area and some have visited concentration camps in Poland. We leave this study until now as students need to have a sense of maturity to handle and understand such a sensitive yet vital issue.</p> | <p>Previous Links: WWI, WWII, International relationships. Power of political ideals and leaders. Impact of war.</p> <p>Future Links: Modern warfare, terrorism and GCSE Nazi Germany</p> <p>Why this? The Cold War module takes students up into modern political events and goes a long way in explaining the current international situation. It also introduces students to the differences between Capitalism and Communism and the relationship between Britain, the USA and the European Union.</p> | <p>Previous Links: Industrialisation, Inequalities, slave trade, empire, power of the people and Holocaust.</p> <p>Future Links: Power of the people, protest, Holocaust and Nazi political ideals in GCSE.</p> <p>Why this? Previously, students have studied the impact of slavery. Students pick up the story of equality in America after the study of the world wars, the Holocaust and the origins of the Cold War. This is important because they need to place the Civil Rights Movement into the context of the 1950s and 1960s. Students further develop their use of second order concepts: significance, change and continuity. This unit links to the world today, institutional racism in society (both in the USA and at home) and allows students to question if equality can ever be fully achieved.</p> |
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| YEAR 10 | | AUTUMN | SPRING | SUMMER |
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| Theme | | <p><u>Britain: Health and the People c1000 – Present Day</u> <u>Thematic study</u></p> | <p><u>Norman England c 1066 – c1100</u> <u>British Depth Study</u></p> | |
| | Knowledge / skills | <p>Topic 1 Medieval Medicine – Medicine stands still Knowledge:</p> <ul style="list-style-type: none"> • Galen/Hippocrates • Medieval Surgery • Influence of the Church • Black Death <p>Skills:</p> <ul style="list-style-type: none"> • Utility Of sources • Explaining • Judgement <p>Topic 2 Renaissance Medicine Knowledge:</p> <ul style="list-style-type: none"> • European influence • Growth of hospitals • Key discoveries • The Great Plague <p>Skills:</p> <ul style="list-style-type: none"> • Significance • Similarity | <p>Part 1: Conquest and control: Knowledge:</p> <ul style="list-style-type: none"> • Causes of 1066 • Military aspects • Maintaining control <p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Significance, Change and Continuity • Cause and consequence <p>Part 2: Life under the Normans Knowledge:</p> <ul style="list-style-type: none"> • Feudalism and government Economic and social changes. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Significance • Change and Continuity • Cause and consequence <p>Part 3: The Norman Church and monasticism:</p> | |



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| | <ul style="list-style-type: none">• Factors <p>Topic 3: 19th Century</p> <p>Knowledge:</p> <ul style="list-style-type: none">• Germ Theory• Vaccinations• Public Health• Cholera <p>Skills:</p> <ul style="list-style-type: none">• Sources• Extended Writing• Similarities• Significance• Change and Continuity <p>Topic 4: 20th Century</p> <p>Knowledge:</p> <ul style="list-style-type: none">• Government intervention• Modern Medicine• Impact of War <p>Skills:</p> <ul style="list-style-type: none">• Sources• Extended Writing• Similarities• Significance• Change and Continuity | <p>Knowledge:</p> <ul style="list-style-type: none">• The Church, Monasticism <p>Skills:</p> <ul style="list-style-type: none">• Interpretations• Significance• Change and Continuity• Cause and consequence <p>Topic Four: Historic environment question. This question changes year upon year.</p> |
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| Rationale | <p>Previous Links: Health of the people, religious beliefs during the Medieval period and the power of the church. Industrial Revolution and living conditions Protests – Power of the people, and Impact of War.</p> <p>Future Links: Power of the government, Laissez-Fair attitude to the government, public health, Britain's place in Europe and the wider world. Conflict and tension</p> <p>Why this? At St. Cuthbert's the History department teach the breadth study first as it allows students to be introduced to GCSE content in a way that is most accessible, and has clear links to some of the units they have covered in Science. This component focuses on the development of medicine in Britain over the last 1000 years and students must be able to explain key individuals, discoveries and themes: Belief and Faith, Christianity and the power of the church. Development of the NHS – British medicine (Social) Changes in Public Health (Political) The Enlightenment opened the door for free discussion and the development of ideas such as democracy that we value so highly today. All values can be covered when looking at the development of the NHS and the problems that were overcome by medical pioneers in the world war. Rule of law now applies to medicine and welfare. This is the modern way and it is important that students know how this happened.</p> | <p>Previous Links: Power of the Monarch, relationships between the church and the king. 1066 BOH, Changes made under the Normans. Feudal system, medieval society and International relations.</p> <p>Future Links: International relations War, significant leadership, power of the people and challenges to the government.</p> <p>Why this? This option allows students to study in depth the arrival of the Normans and the establishment of their rule. Students focus on major aspects of Norman rule, from economic, religious, political, social and cultural standpoints of this period. At St. Cuthbert's we value the importance of social history, and this topic looks at this theme in great detail. For example, William's introduction of the Feudal system and the Domesday Book give students the opportunity to understand the origins of the social structure of modern Britain.</p> <p>Building on the knowledge and skills visited in Year 7, students will examine the identified historical site.</p> |
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| YEAR 11 | | AUTUMN | SPRING | SUMMER |
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| Year 11 | Theme | <p><u>Conflict and Tension – First World War 1894 – 1918 - Depth Study</u></p> | <p><u>Germany 1890 – 1945 Democracy and Dictatorship</u></p> | <p>Revision</p> <p>ALL 4 Units (revision will commence as soon as all four topics are completed.) School Policy is that we finish at February half-term.</p> |
| | Knowledge / skills | <p>Topic 1: Causes of the First World War Knowledge:</p> <ul style="list-style-type: none"> • The Alliance System. • The crises in Morocco. • Balkans. • Anglo-German rivalry. • Outbreak of war. <p>Skills:</p> <ul style="list-style-type: none"> • Source comparison • Causation • Significance • Extended writing <p>Topic two: The stalemate Knowledge:</p> <ul style="list-style-type: none"> • The Schlieffen Plan. • The Western Front. • The wider war <p>Skills:</p> <ul style="list-style-type: none"> • Source comparison • Causation | <p>Topic 1: Germany and the Growth of Democracy Knowledge:</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany. • Impact of the First World War. • Weimar democracy. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretation • Extended writing • change • Significance <p>Topic 2: Germany and the depression. Knowledge:</p> <ul style="list-style-type: none"> • The impact of the depression. • Failure of Weimar democracy. • Establishment of a dictatorship. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Extended writing | <p>Build on and consolidate Year 9 to 11 knowledge and skills. Be exam ready by revising independently and plugging the gaps of any missing knowledge. Attend all revision sessions and practice past exam papers.</p> |



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| | | <ul style="list-style-type: none"> • Extended writing <p>Topic 3: Ending the War</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Changes in the Allied Forces. • Military developments in 1918. • Germany surrenders. <p>Skills:</p> <ul style="list-style-type: none"> • Source comparison • Causation • Extended writing | <ul style="list-style-type: none"> • change • Significance <p>Topic 3: The experience of Germans under the Nazis:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Economic changes in Nazi Germany. • Social Policy in Nazi Germany. Control in Nazi Germany. <p>Skills:</p> <ul style="list-style-type: none"> • Interpretations • Extended writing • change • Significance | |
| | <p>Rationale</p> | <p>Previous Links: War, Britain's place in the World, social, economic and political impact. Britain's strength in its Empire.</p> <p>Future Links: Modern warfare, impact on countries: political, social and economic. Future wars, emergency aid. Students may opt to take this at A Level, and then on to University at degree level.</p> <p>Why this? This SOL builds on the Causes of WWI study that students covered in Year 8. This wider world depth study enables students to understand the complex and</p> | <p>Previous Links: Industrialisation, Democracy, Diversity, Inequalities, Holocaust, Propaganda, Dictatorship – Cold War</p> <p>Future Links: Political wars, political ideals, Future leadership, democracy and dictatorship, genocide, chemical warfare, and terrorism.</p> <p>Why this? This study looks specifically at the development of Germany during a turbulent half century of change. Students study the rise and collapse of democracy, and the rise and fall of the</p> | |



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| | | <p>diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> | <p>Nazi dictatorship. The study of interpretations will allow students to reflect on the way in which the past can be seen in different ways. Through learning about the dismantling of democracy in Germany, students will become better British citizens and learn to have a stronger moral voice in their own community.</p> | |
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