

## Class of 2025/2026 Curriculum Map

## History

4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 The skills built from Year 7 through to GCSE prepare students for post 16 education and A-level history. The questions stems are used across key stages 3 and 4 and build in complexity/ expectation. At Ks4 the evidence and extended answer questions directly link to the A-level question styles (and then at A-level answer requirements are added beyond those needed at GCSE). The content of the GCSE course does not specifically prepare for post-16. This is impractical due to the range of unit options available at GCSE and A-level. Crime and Punishment through time c1000- present day (paper 1) Final GCSE examinations Interleaved revision t c1500-1700: Crime, punishment c1700-1900: Crime, punishmen Whitechapel, c1870-1900: crime, policing and the 1000-1500: Crime, punishme December Mock Exams/ terleaved revision paper I (Crime and Punishment) and Paper 2 and law enforcement in early and law enforcement in the 18th revision for mock exams (Anglo-Saxon and Norman England) relations and the Cold War) and law enforcement in Crime, punishment inner city medieval England modern England and 19th Centuries and law enforceme in the 20th Century

Assessment 4 [AO | Mock Exam Paper | [ao | and 2] | Assessment [AO | AND 3] and exam questions from Assessment I [A0 I AND 2] Assessment 2 [AO I AND 2] Assessment 3 [AO | AND 2] March Mock Exam (whole paper Assessment of examination questions Assessment of examination questions completed for lesson 16and exam questions lesson 25 and exam questions AND 2] lesson 32 classwork and homework revision) completed for classwork and homework I crime and punishment) and from classwork are assessed from classwork are assessed from classwork are assessed and exam questions paper 2 from classwork Anglo-Saxon and Norman England 1060-1088 (Paper 2) Superpower Relations and the Cold War 1941-1991 (Paper 2) The USA 1954-75 - conflict at home and abroad (paper 3) Norman England, 1066-88 [3.1 the feudal Protest, progress and radicalisation, 1960- US involvement in the Vietna Anglo-Saxon England and the Norman Conquest, 1060 William in power: securing the kingdom, 1066-87 [2.1 The Origins of the Cold War 1941-58 [1.1] Cold War crises 1958-70 [2.1 Berlin 1958-The end of the Cold War 1970-91 [3.1 The development of the civil Reactions to US involvement 66 [I.I Anglo-Saxon society; I.2 the last years of Establishing control; 2.2 Anglo-Saxon resistance; 2.3 system and Church; 3.2 Norman Early tensions; 1.2 the development of the 63; 2.2 Cuban Missile crisis; 2.3 attempts to reduce tension 1969-79; 3.2 rights movement, 1954-60 75 War, 1954-75 the Vietnam War, 1964-75 Edward the Confessor; 1.3 rival claimants; 1.4 the the legacy of resistance; 2.4 Revolt of the Earls] overnment: 3.3 Norman aristocracy: 3. Cold War; I.3 the Cold War intensifies] Czechoslovakia 1968-91 Flashpoints 1979-84; 3.3 the Collapse of William and his sons1 Soviet Controll Formal assessment I (AOI AND 2) at the end of topic Formal assessment 2 (AOI AND 2): at the end of Formal assessment 3 (A01 AND 2): at the Assessment I [A01 AND 2] (lesson 12) Assessment 2 [AO1 AND 2] (lesson 21) Assessment 3 [A01 AND 21 (lesson 30) and Assessment I: Civil Rights and assessment of exam questions completed in Assessment 2: Vietnam and assessment of exam questions (lesson 11). Class work exam questions also assess topic 2 (lesson 23). Class work exam questions also end of whole unit (lesson 33). Class work and also classwork exam questions assessed and also classwork exam questions assess class. [AO I, 2, 3 AND 4] completed in class [AO I, 2, 3 AND 4] also classwork exam questions assessed exam questions also assessed Themes in Crime and Punishment **Women in History** The World after World War II: Modern Russia **Vietnam** Case Study: Jack the Ripper flashpoints through time The Tet Offensive | Crime through time Women in Science | Women in Warfare The Russian The Korean War Crisis in Berlin (1948 Cuba: the Cuban The Civil War Russia under Stalin Opposition to the The context of the The murder victims The police (World Wars I and ruggle 9 and 1958-61) Revolution, Bay of rague and the end of the Pigs incident and pring Assessment I: women in history (lessor Assessment 2: modern Russia ssessment 3: The world after World Wa Assessment 4: the Vietnam War Assessment 5- crime and punishment through time (Assessment 5a and 5b Assessment 6: Jack the Ripper murders or 10) both use the same question stems to give opportunity to assess and revisi-II (lesson 8) Slavery **Civil Rights** World War I The era of World War II The Holocaust **Britain in the 20th Century** What was it like to be a slave? What did freedo Resistance to Civil Protests of the Civi Causes of World Key Battles and The rise of the Nazi Life in Nazi Germany Causes of World events of Wo Anti-Semitism in The Final Solution Britain during the First and Post-war Britain: the mean for slaves? War I Party in Germany War II War II Nazi Germany and the Holocaust Second World Wars NHS, wind rush and education Rights movemen weapons of war persecution (the Nuremburg Laws social change Assessment 2- Civil Rights (lesson 7) Assessment 3: World War I Assessment 6: Britain in the 20th Century Assessment I- slavery (lesson 9) Assessment 4: Nazi Germany Assessment 5- the Holocaust Students arrive at the start of Key Stage 3 from different schools and with a variety of experiences from history at Key Stage 3. This includes selected themes from British and World history. AOI- knowledge and understanding of features and characteristics; is, draw contrasts, and analyse trends within periods and over long arcs of time. They will use historical terms and concepts in increasingly sophisticated ways. They will pursue historically valid ei erstand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed A03- source analysis and use topics combine overview and depth studies. This includes looking at: A04- analysis and evaluation of interpretations the development of Church, state and society in Britain from c1000-1745 ideas, political power, industry and empire: Britain, 1745-1901 a local history study (Jack the Ripper) Anglo-Saxon England (in order to study an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066) Studies of significant issues in world history and its interconnections with other world developments (such as Russia and Vietnam) Curriculum Principles Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts oherent - Makes explicit connections and links between the different subjects/experiences encountered Balanced - Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important. rogression Model - Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject me within a subiect igorous - Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline. knowing and remember more) televant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge make informed choices