



History Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Unit 1 The Norman Conquest</p> <ul style="list-style-type: none"> Causes of the 1066 crisis Battle of Hastings Consolidation of Norman authority. <p><i>Key wider themes to explore: Chronology</i></p> <p>Unit 2 Life in Medieval England</p> <ul style="list-style-type: none"> Black Death Peasants' Revolt <p><i>Key wider themes to explore: comparison of Medieval England/ Western Europe with the Islamic world at the same time.</i></p> <p>Unit 3 Tudor England and the Reformation</p> <ul style="list-style-type: none"> Henry VIII, marriage and religion. Edward VI and Mary <p><i>Key wider themes to explore: Black people in Tudor England (e.g. John Blanke).</i></p> <p>Unit 4 The Atlantic Slave Trade</p> <ul style="list-style-type: none"> The Transatlantic slave trade – impact on Africa, the Americas and Britain. The impact of the slave trade on Bristol The abolition of the slave trade. 	<p>Unit 1 aims to:</p> <ul style="list-style-type: none"> develop understanding of a key turning point in English History. develop knowledge which will be important later on in the crime and punishment unit at GCSE. introduce key concepts, such as cause and consequence, change and continuity etc. ensure that students have an understanding of baseline concepts such as chronology, sources and evidence etc. <p>Unit 2 aims to:</p> <ul style="list-style-type: none"> study a society with different social organisation, values and belief systems to our own. The key wider theme allows for students to develop understanding of multicultural themes. develop knowledge which will be important later on in the crime and punishment unit at GCSE. ensure that students have an understanding of baseline concepts such as chronology, sources and evidence etc. <p>Unit 3 aims to:</p> <ul style="list-style-type: none"> explore a key turning point in early modern English History and for the teaching of some key concepts in religious History (Catholic/ Protestant/ transubstantiation/ priesthood of all believers etc.) develop knowledge which will be useful later on in the Elizabethan England unit at GCSE develop key concepts, such as cause and consequence, change and continuity etc. The key wider theme allows for the exploration of some multicultural themes. <p>Unit 4 aims to:</p> <ul style="list-style-type: none"> explore a key episode in British History which led to the formation of our current multicultural society. 	<p>Feudalism Domesday Book Europe Anglo-Saxon Norman Claimant/ contender Fyrd/ housecarls/ cavalry Shield wall Bayeux tapestry</p> <p>Plague Bubonic/ Buboes Pneumonic Flagellants Miasma Priest Revolt/ rebellion Peasants' revolt</p> <p>Reformation Latin Purgatory Indulgence Mass Monk Monasteries Dissolution Beheading/ Decapitation Burning at the Stake</p> <p>Atlantic Slave Trade Triangular Trade Middle passage Plantation Overseer Underground railroad Abolition</p>	<p>Conquest Invasion Authority Medieval Europe Monarchy Claimant/ contender Cause Change Continuity Chronology Source Significance/ importance Evidence</p> <p>Disease Priest Revolt/ rebellion Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Protestant Catholic Heir Corruption Cause Change Continuity Source Significance/ importance Evidence Turning Point Interpretation</p> <p>Cause</p>	<p>Reading Use of 'DARTS' exercises Use of 'Great tales from English History' by Robert Lacey to allow pupils to engage with some longer pieces of writing.</p> <p>Writing Every unit contains at least one assessment which requires the use of extended writing.</p> <p>Oracy Every unit contains at least one class debate.</p>	<p><i>How accurate is Simon Schama's view of the Battle of Hastings?</i> Extended writing</p> <p><i>Unit 1 MCQ Taken from Unit 1 content and skills.</i></p> <p><i>How did medieval people react to the Black Death?</i> Source work</p> <p><i>Unit 2 MCQ Taken from Unit 1 and 2 content and skills.</i></p> <p><i>Why did the Reformation matter?</i> Extended writing</p> <p><i>Unit 3 MCQ Taken from Unit 1,2 and 3 content and skills.</i></p> <p><i>Should Bristol apologise for the slave trade?</i> Source work</p> <p><i>Unit 4 MCQ Taken from Unit 1,2,3&4 content and skills.</i></p>

		<ul style="list-style-type: none"> allow students to learn some history of non-British societies. evaluate interpretations such as whether Bristol should apologise for its role in the slave trade or not. gain understanding of a key theme in the development of the local area. 		Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Interpretation		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Unit 4 Empire and Slavery</p> <ul style="list-style-type: none"> Location and expansion of the British Empire. India Case study Was the Empire a force for good or evil? <p>Unit 2 World War One</p> <ul style="list-style-type: none"> Causes The Western Front Outcomes <p><i>Key wider themes to explore: role of the British Empire in the conduct of the war – India, West Indies, Canada, ANZACs etc.</i></p> <p>Unit 3 Development of Democracy</p> <ul style="list-style-type: none"> Magna Carta Reformation parliament English Civil War Glorious revolution Electoral reform in the 19th century Suffragists and suffragettes. Women get the vote. <p><i>Key wider themes to explore: The suffragettes in Bristol; Black suffragettes.</i></p> <p>Unit 4 The Rise of Hitler and the Holocaust</p> <ul style="list-style-type: none"> Reasons why Hitler was able to come to power in Germany Treatment of Jews in Germany 1933-39 The 'Final Solution.' Evaluation of the art of David Olere as evidence. 	<ul style="list-style-type: none"> explore a key episode in British History which led to the formation of our current multicultural society. allow students to learn some history of non-British societies. evaluate interpretations such as whether the Empire was a force for good or evil. <p>Unit 2 aims to:</p> <ul style="list-style-type: none"> explore a key topic in the development of our modern world. explore key concepts such as cause and effect and provides opportunities for the evaluation of primary evidence and historical interpretations. link with content from last year on the British Empire and allows us to develop understanding of the multicultural theme of the role of other members of the British Empire in Britain's victory. <p>Unit 3 aims to:</p> <ul style="list-style-type: none"> explore British values and to understand the importance of democracy and exercising one's right to vote. explore change and continuity, similarity and difference and cause and effect and to evaluate historical interpretations. As a study in development, it will allow students to prepare for the development study they will undertake at GCSE. Development studies like this allow students to gain an idea of the development of Britain over an 800 year period. Tangentially, it is possible for them to explore a wide range of themes across British history, not just the main focus of this study. 	Imperialism Colony/ colonisation/ colonists Indian mutiny Amritsar Empire/ Emperor/ Empress Independence Rebellion Western Front Trench warfare Machine gun Shell Truce Artillery Infantry Cavalry Magna Carta Reformation Suffrage Franchise Reform Chartist Suffragist Suffragette Hyperinflation Treaty of Versailles Wall Street Crash Kristallnacht Concentration Camp Holocaust Final Solution SS Appeasement	Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Interpretation Alliance Arms Race Truce Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Interpretation Parliament Civil War Revolution Cause Change Continuity Chronology Source	<p>Reading</p> Reading Use of 'DARTS' exercises Use of 'Great tales from English History' by Robert Lacey to allow pupils to engage with some longer pieces of writing. <p>Writing</p> Every unit contains at least one assessment which requires the use of extended writing. <p>Oracy</p> Every unit contains at least one class debate.	<p><i>Should we be proud or ashamed of the Empire?</i></p> <p>Source Work</p> <p><i>Unit 1 MCQ Taken from Unit 1 content and skills.</i></p> <p><i>Which historian's interpretation of the causes of WW1 is the most accurate?</i></p> <p>Extended writing</p> <p><i>Unit 2 MCQ Taken from Unit 1 and 2 content and skills</i></p> <p><i>How have people protested for the right to vote?</i></p> <p>Extended writing</p> <p><i>Unit 3 MCQ Taken from Unit 1,2 and 3 content and skills.</i></p> <p><i>How did the rise of Hitler impact on the lives of Jews?</i></p> <p>Source Work</p> <p><i>Unit 4 MCQ Taken from Unit 1,2,3&4 content and skills.</i></p>

	<ul style="list-style-type: none"> • Appeasement • Dunkirk • Battle of Britain • War at Sea • D-Day • Home Front <p><i>Key wider themes to explore: Dictatorship vs. Democracy; Bristol and the Blitz; Role of British Empire in World War Two.</i></p>	<ul style="list-style-type: none"> • The key wider themes allow for the exploration of both local and black history. <p>Unit 4 aims to:</p> <ul style="list-style-type: none"> • Study the enduring issues of prejudice, discrimination and racism raised by Hitler’s rise to power which need to be studied by all children in all societies. • Develop understanding of the key themes of dictatorship and democracy – key concepts which students will need to understand at GCSE. • There will be opportunities for the consolidation and development of source evaluation skills in examining the art of David Olere. • Explore the issues raised by World War Two, many of which are essential for all students to understand and make sense of our modern world. • Link with content from last year on the British Empire and allows us to explore the role of other members of the British Empire in Britain’s victory. • An understanding of World War Two will benefit students when they come to study the origins of the Cold War at GCSE. • There are opportunities in this unit to consolidate and develop understanding of key concepts such as cause and effect and change and continuity. 	<p>Operation Dynamo Spitfire Hurricane Messerschmidt Battle of Britain Battle of the Atlantic D-Day Operation Broadsword Operation Fortitude</p>	<p>Significance/ importance Evidence Turning Point Inference Interpretation</p> <p>Democracy Dictatorship Inflation Unemployment Anti-Semitism Home Front Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Interpretation</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>GCSE Unit 2: Early Elizabethan England</p> <ol style="list-style-type: none"> 1. The situation on Elizabeth’s Accession 2. The ‘settlement’ of religion 3. Challenge to the religious settlement 4. Plots and revolts at home 5. Relations with Spain 6. The Armada 7. Elizabethan society in the Age of Exploration, 1558–88 	<p>GCSE Unit 2</p> <p>In contrast to the previous unit, this is a depth study. This is an opportunity to focus on a substantial and coherent short time span and to develop understanding of the complexity of a society or historical situation and the interplay of different aspects within it. The choice of Elizabethan England gives us the opportunity to study social, economic, political, religious and military aspects of this society.</p> <p>We also believe that it is important to include a period of earlier British History in our GCSE course to contrast with some of the more modern content covered elsewhere in the GCSE specification.</p>	<p>Legitimacy Supremacy Uniformity Heresy Puritan Vestments Crucifix Circumnavigation Privateer Armada Vagrant Vagabond Deserving/ Undeserving Grammar School Petty School</p>	<p>Feature Cause Effect Change Continuity Significance/ importance Protestant Catholic Treason Rebellion Parliament Invasion Empire Colony Invasion</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions</p>	<ul style="list-style-type: none"> • Y9 PPE (June) • Termly formal assessments • Past exam questions at teacher discretion

	<p>GCSE Unit 4: Superpower Conflict Early tension between East and West</p> <ol style="list-style-type: none"> 1. Early tension between East and West 2. The development of the Cold War 3. The Cold War intensifies 4. Increased tension between East and West 5. Cold War Crises 6. Reaction to the crises 7. Attempts to reduce tension between East and West 8. Flashpoints 9. The collapse of Soviet control of Eastern Europe 	<p>Students will be assessed on their knowledge and understanding. Assessment questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance). It is important to include a period of earlier British History in our GCSE course to contrast with some of the more modern content covered elsewhere in the GCSE specification.</p> <p>GCSE Unit 4</p> <p>This period study allows students to focus on a substantial and coherent medium time span of at least 50 years and to understand the unfolding narrative of substantial developments and issues associated with the Cold War.</p> <p>This is an opportunity to develop understanding of a major theme in modern world history which has played a major part in creating the world in which we live today.</p> <p>Students will be assessed on their knowledge and understanding. Assessment questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p>	<p>Cold War Truman Doctrine Marshall Aid Blockade Airlift ICBM SLBM Airlift NATO Warsaw Pact Cominform Comecon Trizonia Reparations Dove Hawk Brinkmanship Brezhnev Doctrine Communism with a human face Détente SALT 1 Helsinki Accords Mujahaddin Glasnost Perestroika Star Wars/ SDI</p>	<p>Cause/ Consequence Change/ continuity Analytical Narrative Significance Containment Arms Race Refugee Defection Currency Revolution Reform Uprising</p>	<p>in each unit of work studied.</p> <p>Oracy Every unit contains at least one class debate/ role play.</p>	
Year						Assessment

<p>10</p>	<p>GCSE Unit 1 Crime and punishment in Britain, c1000–present</p> <p>Nature and changing definitions of criminal activity including:</p> <ul style="list-style-type: none"> • Poaching • The Forest Laws • Heresy • Treason • Vagabondage • Witchcraft • Highway robbery • Smuggling • The Tolpuddle Martyrs • Driving offences • Race crime • Drug crime <p>The nature of law enforcement and punishment including:</p> <ul style="list-style-type: none"> • Tithings • The hue and cry • The parish constable • The use and end of the Saxon Wergild • Town watchmen • Transportation • The Bloody Code • The Fielding Brothers • Police forces • CID • Prison reform • Neighbourhood Watch • Science and Technology • Young offender institutions • Non-custodial alternatives <p>Case studies</p> <ul style="list-style-type: none"> • The influence of the Church on crime and punishment in the early thirteenth century • The Gunpowder Plotters • Matthew Hopkins • Pentonville prison • Robert Peel • Conscientious objectors • The Derek Bentley case 	<p>GCSE Unit 1</p> <p>Development studies like this allow students to gain an idea of the development of Britain over a 1000 year period. Tangentially, it is possible for them to explore a wide range of themes across British history, not just the main focus of this study. As a result of studying this unit, students will understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.</p> <p>They should also develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. They should also understand how factors worked together to bring about particular developments at particular times.</p> <p>The Whitechapel study also allows for the consolidation and development of source evaluation skills.</p>	<p>Assault Arson Poaching Heresy Treason Highwayman Footpad Smuggling Martyr Trade Union Home Secretary Vagabond Vagrant Deserving/ undeserving poor. Conscientious Objector Tithing Hundred Shire Reeve/ Sheriff Hue and Cry Constable Trial by ordeal Bloody Code Bow Street Runners Metropolitan Police Pentonville System Borstal Transportation Hanging, Drawing and Quartering</p>	<p>Crimes against the person Crimes against property Crime against authority Hate Crime Community Cause Effect Change Continuity Evidence Source Utility Evaluation Reform Capital Crime Retribution Deterrence Restitution Removal Rehabilitation Social Crime</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy Every unit contains at least one class debate/ role play.</p>	<ul style="list-style-type: none"> • Y9 PPE (June) • Termly formal assessments • Past exam questions at teacher discretion
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	<p>Whitechapel, c1870–c1900: crime, policing and the inner city</p> <ul style="list-style-type: none"> • The local context of Whitechapel. The problems of housing and overcrowding. • The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. • The organisation of policing in Whitechapel. • Investigative policing in Whitechapel: The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. • Knowledge of local sources e.g. housing and employment records • Knowledge of national sources relevant to the period and issue, e.g. national newspapers 		<p>Lodging Houses Rookeries H Division Census records Immigrant Docker Prostitution Forensic Whitechapel Vigilance Committee Anarchist Model housing</p>	<p>Immigrant Sanitation Cause Effect Change Continuity Evidence Source Utility Evaluation</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>GCSE Unit 3: The USA 1954-75 Conflict at Home and Abroad</p> <p>Civil Rights</p> <ol style="list-style-type: none"> 1. The position of black Americans in the early 1950s 2. Progress in education 3. The Montgomery Bus Boycott and its impact, 1955–60 4. Opposition to the civil rights movement 5. Progress, 1960–62 6. Peaceful protests and their impact, 1963–65 7. Malcolm X and Black Power, 1963–70 8. The civil rights movement, 1965–75 <p>Vietnam</p> <ol style="list-style-type: none"> 1. Reasons for US involvement in the conflict in Vietnam, 1954–63 2. Escalation of the conflict under Johnson 	<p>GCSE Unit 3</p> <p>This modern depth study allows students to focus on a substantial and coherent short time span and to develop understanding of the complexity of a society or historical situation and the interplay of different aspects within it.</p> <p>This depth study allows us to study social, economic, political, cultural and military aspects which also have links to other units taught in the GCSE course, such as the Cold War and African American Civil Rights. Assessment questions focusing solely on knowledge and understanding will target causation. Other assessment questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students will be introduced to a range of evidence that can be used to reach conclusions and justify different interpretations. Students will also be taught to consider range of reasons why interpretations might differ. They should also be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. Students will also be taught to evaluate given interpretations using their own</p>	<p>NAACP CORE SCLC SNCC Brown/ Topeka Plessy/ Fergusson Supreme Court Non-violent direct action Sit-in Black Power Black Nationalist Black Panther Nation of Islam Domino Theory Gulf of Tonkin Incident Partition Guerrilla Napalm Agent Orange Vietnamisation Draft Draft Dodger My Lai Massacre Tet Offensive</p>	<p>Civil Rights Inference Cause Effect Utility Source Evidence Interpretation Similarity and difference Evaluation Segregation Integration Desegregation Boycott Inference Cause Effect Utility Source Evidence Interpretation Similarity and difference Evaluation Veteran</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy Every unit contains at least one class debate/ role play.</p>	<p>Term 6</p> <ul style="list-style-type: none"> • Y10 PPE (June) • Termly formal assessments • Past exam questions at teacher discretion

	<p>3. The nature of the conflict in Vietnam, 1964–68</p> <p>4. Changes under Nixon, 1969–73</p> <p>5. Opposition to the war</p> <p>6. Support for the war.</p> <p>7. The peace process and end of the war</p> <p>Reasons for the failure of the USA in Vietnam</p>	<p>knowledge of the period. This is an opportunity for students to study a dedicated “black history” unit as part of the GCSE course, allowing us to develop understanding of key themes such as prejudice, discrimination and segregation.</p>	<p>Kent State University</p> <p>Shootings</p> <p>National Guard</p> <p>Federal</p> <p>Congress</p> <p>Vietnamisation</p> <p>Hard hat</p>	<p>Federal</p> <p>Congress</p>		
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