

# History curriculum map: KS3-5 (2023-24)

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Year 7										
Term	Time period	Theme	Enquiry Question	Assessment DISCIPLINARY CONCEPT	Substantive concepts	Topics	Links to prior learning	Local History links	National Curriculum Links	KS4-5 Links
Autumn	Stone Age- Dark Age -1000 AD	Introduction to History: skills Power and People	What is History? <b>DIVERSITY</b>	'The Tollund Man was hanged because he was a criminal'. How far do you agree with historian <b>Cornelius Tacitus</b> ?  <b>EVIDENCE and INTERPRETATION</b>	Alliance, Civilisation, Dispute, Dynasty, Empire, Government, Heir, Invasion, Law, Leadership, Migration, Monarchy, Realm, Rebellion, Religion, Rights, Tax, Throne, Trade, War	Dartmoor local history Romans, Boudicca, Dark Ages.	KS2 NC, Romans, Anglo-Saxons	Dartmoor myths and legends Whitehorse Hill burial site, The Box	-The study of a theme in British History that consolidates and extends pupils' chronological knowledge from before 1066 -The development of the Church, state and society in Medieval Britain 1066-1509	A01- Migration- Life in Middle Ages
Autumn 2	Medieval 1066-1381	Power and People	How did a Norman become the king of England? <b>DIVERSITY</b>	'William was able to become the King of England because of leadership'. How far do you agree with Historian <b>Marc Morris</b> ?  <b>CAUSATION, SIGNIFICANCE</b>	Alliance, Baron, Church, Civilisation, Dispute, Dynasty, Empire, Government, Heir, Invasion, Law, Leadership, Monarchy, Nobility, Peasant, Realm, Rebellion, Religion, Rights, Tax, Throne, Trade, War	Pre-1066 Kingdom, Anglo-Saxons, Who should be King of England, Battle of Hastings, How did William keep control, feudal system, harrying of the north	Invasion of Britain- Romans to Normans.	Heraldry and shields Castle design and building Plympton Castle	-The development of the Church, state and society in Medieval Britain 1066-1509	A01- Migration- Life in Middle Ages – Plague
Spring	Medieval 1066-1483	Power and People	Who had the most power in Medieval England? <b>DIVERSITY</b>	'One of Richard's servants had carried out the boys' murders in his name'. How far do you agree with historian <b>Amy Licence</b> ?  <b>CONSEQUENCE</b>	Alliance, Baron, Church, Civilisation, Dispute, Dynasty, Government, Heir, Law, Leadership, Monarchy, Nobility, Peasant, Realm, Rebellion, Religion Rights, Tax, Throne, Trade, War	Becket, Eleanor of Aquitaine, Crusades, Revolts, Magna Carta, Black Death, Richard III, Silk Roads, Crusades	Transition of power- hierarchy of power, rebellion from below	Life in Medieval Plymouth	-The development of the Church, state and society in Medieval Britain 1066-1509 -A study of a significant issue in world history and its interconnections with other world developments	A01- Migration- Life in Middle Ages – Plague
Summer	Early Modern 1480-1603	Power and People	What was the biggest cause of change in Tudor England? <b>DIVERSITY</b>	Tudor assessment: 'Religion was the biggest reason change in Tudor England'. How far do you agree with historian <b>Susannah Lipscombe</b> ?  <b>CHANGE AND CONTINUITY</b>	Alliance, Church, Dispute, Dynasty, Government, Heir, Invasion, Law, Leadership, Monarchy, Nobility, Rebellion, Religion, Rights, Tax, Throne, Trade, War	The Tudors: Bosworth to Mary I Mary 1, MQoS, Armada, Liz golden age	Regal power, taking power through battle. Female monarchs, rebellion from below Power of the Church, female monarchs, hierarchy of society	Plymouth Hoe, Buckfast, Elizabethan House, Buckland and Tavistock Abbey, Boringdon Hall	The development of the Church, state and society in Medieval Britain 1509-1745 -Local history study- Tudors in Devon and Cornwall., dissolution of Tavistock and Buckfast Monasteries, Spanish Armada and Plymouth Hoe	Elizabethan England American West- expansion into America and early settlers A Level Tudors
Year 8										
Term	Time period	Theme	Enquiry Question	Assessment DISCIPLINARY CONCEPT	Substantive concepts	Topics	Links to prior learning	Local History links	National Curriculum Links	KS4-5 Links
Autumn 1	Early Modern 1480-1693	Empire and Migration	How did exploration impact ordinary people? <b>DIVERSITY</b>	How useful is <b>John Smith's diary</b> in helping you with an enquiry into the life of Native Americans in Virginia? (Historian <b>Jane Dismore</b> : Pocahontas)  <b>CHANGE AND CONTINUITY SOURCE UTILITY</b>	Alliance, Church, Civilisation, Dispute, Empire, Government, Invasion, Law, Leadership, Monarchy, Migration, Nobility, Peasant, Realm, Rebellion, Religion, Rights, Tax, Trade, War	Tudor migration, Roanoke, privateers, Diego and Drake, Mayflower, Pocahontas,	Link to migration of Romans and Normans, link to golden age and expansion, Armada/privateers, power of the Church & witchcraft	How is Plymouth UK connected to Plymouth US? Mayflower crossing, Mayflower Steps, Plymouth colony, experience of the Wampanoag tribe	-A study of a significant issue in world history and its interconnections with other world developments The development of the Church, state and society in Medieval Britain 1509-1745	American West  Migrants in Britain
Autumn 2	c1500-c1800	Empire and Migration	How did slavery and abolition reshape ideas about race? <b>DIVERSITY</b>	'The government's offer of compensation was the main reason for the abolition of the slave trade'. How far do you agree with historian, <b>David Olusoga</b> ?  <b>CAUSATION</b>	Alliance, Civilisation, Dispute, Empire, Government, Invasion, Law, Leadership, Media, Migration, Rebellion, Religion, Rights, Tax, Trade, War	Transatlantic slave trade, Plymouth focus, abolition, legacy	Links to Elizabethan England, expansion- Drake and Hawkins, Roanoke and Jamestown.	Plymouth's hidden history- the origins of the slave trade form Plymouth- Drake and Hawkins St Maurice Sugar trade, Hoe memorial, Hawkins Square/ Jack Leslie Square, Drake Statues, Plymouth harbour, Plymouth Quaker and Abolition Movement, The Box	-Ideas, political power, industry and empire: Britain 1745-1901 -Local history study- Hawkins, Drake, privateers, Spanish Armada and Plymouth Hoe, establishment of the slave trade, Mayflower voyage	Elizabethan England- expansion and empire Migrants in Britain  Migrants in Britain
Spring 1	C1700-c1900	Empire and Migration	How did experiences of the British Empire vary across the globe? <b>DIVERSITY</b>	How useful is <b>Zulu King Cetshwayo's letter</b> in helping you with an enquiry into the the lived experience of those ruled by Empire in Africa? (Historian <b>Martin Meredith</b> )  <b>SIMILARITIES AND DIFFERENCES, DIVERSITY, SOURCE UTILITY</b>	Alliance, Civilisation, Dispute, Empire, Government, Invasion, Law, Leadership, Media Migration, Rebellion, Religion, Rights, Tax, Trade, War	The British Empire: India, Africa, Australia, China, Ireland, colonisation and rebellion	Empire, links to expansion of Elizabethan empire. Equality of hierarchy of society and rebellion (Year 7)			A Level Tudors

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<b>Spring 2-Summer 1</b>	C1800	Power and People	How did Victorian society influence ideas about women?  <b>DIVERSITY</b>	How useful is <b>Southend Standard newspaper article</b> for an enquiry into women in Victorian society? (Historian <b>Hallie Rubenhold</b> )  <b>SOURCE UTILITY, DIVERSITY</b>	Dispute, Government, Invasion, Law, Media Monarchy, Rights	Victorian London: a divided society? Jack the Ripper case study	Links to division in society in British Empire, rich poor divide, Victorian London focus. Links to Tollund Man/Richard III crime and problem of sources in history.	Victorian Plymouth- how divided were Plymouthians? <i>Plymouth workhouses and poor law (Chris Robinson maps) Barbican – Damnation alley</i>	-Ideas, political power, industry and empire: Britain 1745-1901	
<b>Summer 2</b>	1800-1920	Power and People	Were the Suffragettes terrorists or freedom fighters?  <b>DIVERSITY</b>	'The Suffragettes should be considered as freedom fighters, not terrorists'. How far do you agree with historian <b>Fern Riddell</b> ?  <b>CONSEQUENCE, SIGNIFICANCE</b>	Alliance, Dispute, Government, Law, Leadership, Media, Rebellion, Rights, War	The fight for women's suffrage, Suffragists to Suffragettes, the role of WW1.	Links to divided society, women in power (Year 7 female monarchs), Victorian perception of women. Rebellions and revolts (Year 7)	Suffragettes in Plymouth ( <a href="https://www.plymouth.ac.uk/staff/judith-rowbotham">https://www.plymouth.ac.uk/staff/judith-rowbotham</a> ) Pankhurst arrest in Stonehouse, Bull Point, Dartmouth prison, Devonport timberyard fires, arson etc Nancy Astor statue	-Challenges for Britain and the wider world: 1901- present day -A study of a significant issue in world history and its interconnections with other world developments -Local history study- Suffragettes in Plymouth	

## Year 9

Term	Time period	Theme	Enquiry Question	Assessment DISCIPLINARY CONCEPT	Substantive concepts	Topics	Links to prior learning	Local History links	National Curriculum Links	GCSE Links
<b>Autumn 1</b>	1900-1918 WW1	Power, war and empire	Why was the First World War described as 'Great'?  <b>DIVERSITY</b>	How useful is the Mitchell's Golden Dawn Cigarettes advert for helping you with an enquiry into trench warfare on the Western Front? (Historian <b>Gary Sheffield</b> )  <b>SOURCE UTILITY, CHANGE &amp; CONTINUITY</b>	Alliance, Dispute, Dynasty, Empire, Government, Invasion, Media, Law, Leadership, Rights, War	The First World War	Links to British empire- how did it become a 'world war'? Links to warfare and strategy- Battle of Hastings and Bosworth (Year 7).	Remembrance in Plymouth WW1 Plymouth Hoe memorial/local district memorials	-Challenges for Britain and the wider world: 1901- present day	Migrants in Britain Germany- Weimar government, ToV A Level Russia
<b>Autumn 2</b>	Medieval to Modern	Power, war and empire	What conditions and ideologies made the Holocaust possible?  <b>DIVERSITY</b>	The most <b>significant cause of the Holocaust</b> was 'the centuries old tradition of Jew-hatred...'. How far do you agree with historian <b>Dr Gunnar S Paulsson</b> ?  <b>SIGNIFICANCE, CAUSATION</b>	Alliance, Civilisation, Dispute, Empire, Government, Invasion, Law, Leadership, Media, Rebellion, Religion Rights, War	The Holocaust- History of anti-Semitism	Links to Yr 8 life in Nazi Germany, division in society and protest (Yr7 Medieval and Yr8 suffragettes)	Jewish migration to Plymouth, Jewish cemetery	-Challenges for Britain and the wider world: 1901- present day -A study of a significant issue in world history and its interconnections with other world developments -The Holocaust -Local history study- Plymouth remembrance, Plymouth during the Blitz, Saltash Passage- launching for D-Day	Germany- Weimar government, ToV, Nazi Germany  A Level Russia, links to antisemitism
<b>Spring</b>	1933-1945 WW2	Power and people	How did the allies win the war in Europe?  <b>DIVERSITY</b>	<b>How far do you agree</b> with historian <b>Dr Dan Snow</b> that D-Day was the most <b>significant cause</b> of the <b>allied victory over WW2</b> ?  <b>SIGNIFICANCE, CAUSATION, CHANGE</b>	Alliance, Dispute, Empire, Government, Invasion, Law, Leadership, Media, Religion, Rights, Trade, War	Causes of WW2, Dunkirk, codebreakers, American GIs, Plymouth Blitz.	Links to Hitler's rise to power, WW1 and Treaty of Versailles. Weaponry and warfare (Yr 7 Hastings, Bosworth, Yr8 Somme). Propaganda links (Dunkirk)	Plymouth in the Blitz – central park air raids, The Box, bomb book, Saltash Passage/Normandy Way D D-Day, evacuees in Plymouth		
<b>Summer 1</b>	1945-present	Power, war and people	Why was the world on the brink of destruction in the second half of the 20th Century?  <b>DIVERSITY</b>	How useful is <b>Leslie Gilbert Illingworth's political cartoon</b> in understanding the continuity of Cold War tension? (Historian, <b>John Gaddis</b> )  <b>CONTINUITY, CAUSATION, SIMILARITIES &amp; DIFFERENCES</b>	Alliance, Discrimination, Dispute, Empire, Government, Ideology, Invasion, Law, Leadership, Media, Protest, Rebellion, Responsibilities, Rights, Trade, War	The Cold War, atomic bombs, Korea, Cuba, Vietnam, Israel, Afghanistan, Equal rights acts in Britain	Links to causes of/and WW2, division in society, empire and protest (Yr7 and Yr8 )	Plymouth's links with Hungarian refugees 1956-7 Plymouth's links with protest- Plymouth Pride	-A study of a significant issue in world history and its interconnections with other world developments -Challenges for Britain and the wider world: 1901- present day	A Level Link: Russia
<b>Summer 2</b>	1945-present	Migration, empire, power, war	Why did Olusoga write about the British Civil Rights movement in his book?  <b>DIVERSITY</b>	What did the Civil Rights movement achieve? (Historian, <b>David Olusoga</b> )  <b>SIGNIFICANCE</b>	Significance, Pan Africanism, Solidarity, Colonisation, Colour line, Empire, Windrush, Push / Pull factors, Immigrant, Refugees, 'Displaced persons' Citizens, 'Mother country', NHS, Civil Rights, Race riots, Citizenship, Boycott, Race relations, Multiracial	Pre-WW2 migration, Windrush experiences, Notting Hill, Race relations Act, Bristol Bus Boycott, Brixton riots, Claudia Jones, black activism, Stephen Lawrence,	Links to protest movements of transatlantic slave trade and Suffragettes, peasants revolt, grass-roots movements and rebellions.	Plymouth's links with protest- Plymouth Pride, Black Lives Matter march 2020.	-Challenges for Britain and the wider world: 1901- present day -A study of a significant issue in world history and its interconnections with other world developments	Migrants in Britain

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Year 10: Edexcel GCSE								
Term	Time period	Theme/ Topic	Enquiry Questions	Assessment:	Homework opportunities / local History visits	National Curriculum Links	A Level Links	
Autumn 1 Autumn 2	1558-1588	Elizabethan England	Did Elizabeth inherit an England in turmoil? What political and religious challenges did she face? How did Elizabeth deal with those who rebelled against her? What was life like for ordinary people? How did exploration impact the Elizabethans?	Half termly knowledge tests (AO1) Silent starter retrieval (AO1) Regular exam questions in class-see individual schemes of work for detail (AO1-4) End of unit mock exam (AO1-4)	Interleaving revision – set weekly-revision of current/previous topic. <i>Plymouth Hoe, Buckfast, Elizabethan House, Buckland and Tavistock Abbey, Boringdon Hall Mayflower,</i>	-The development of the Church, state and society in Medieval Britain 1509-1745  -A study of a significant issue in world history and its interconnections with other world developments	The Tudors, 1485-1603	
Spring and Summer 1	1918-1939	Weimar and Nazi Germany	How did The Weimar Republic government try to recover Germany after WW1? How did Hitler become the 'Führer'? How did Nazi policy impact society? How did the Nazis use propaganda and suspicion to maintain control?					
Summer 2	800-1700 1700-present	Migrants in Britain, c800-PRESENT	Why did people migrate to Britain? What was the experience and impact of migrants in Britain?					

Year 11: Edexcel GCSE								
Term	Time period	Topic	Big Question	Assessment:	Homework opportunities / local History visits	National Curriculum Links	A Level Links	
Autumn	Notting Hill 1948-1970	Migrants in Britain, c800-PRESENT	Why did people migrate to Britain? What was the experience and impact of migrants in Britain?	Half termly knowledge tests (AO1) Silent starter retrieval (AO1) Regular exam questions in class-see individual schemes of work for detail (AO1-4) End of unit mock exam (AO1-4)	Interleaving revision – set weekly-revision of current/previous topic.  Interleaving revision – set weekly-revision of current/previous topic. <i>Mayflower, The Box exhibit, Wampanoag tribe</i>	- Challenges for Britain and the wider world: 1901- present day  -Ideas, political power, industry and empire: 1745-1901	American Dream, 1945-1980, contextual knowledge	
Spring	1835-1895	The American West	How did the lives of the native Americans change over these 60 years? Who were the Native Americans? How did they live? What did they believe? Why did American colonists expand into the West? How did the expansion of the railroad, the growing cattle industry and gold prospecting increase tension between the colonists and Native Americans? How did tensions lead to war? How did society respond to expansion into the West?					
Summer 1				Revision for exams / Exam season				
Summer 2				Transition to Post-16				

For information, current Year 11 are learning in a different order.  
Started Yr 10 with migration, then Elizabeth.  
Starting Yr11 with American West, then Germany.

## AQA A Level Sept 2023 +

Year 12	Topic	Key questions	Links to KS3-4	Year 12	Topic	Key themes	Links to KS3-4	Assessment:	Enrichment Opportunities/ Independent study
Autumn	<u>The Tudors (SC)</u> 3 hours a week <b>Henry VII, 1485-1509</b>	<ul style="list-style-type: none"> <li>How effectively did the Tudors restore and develop the powers of the monarchy?</li> <li>In what ways and how effectively was England governed during this period?</li> <li>How did relations with foreign powers change and how was the succession secured?</li> <li>How did English society and economy change and with what effects?</li> <li>How far did intellectual and religious ideas change and develop and with what effects?</li> <li>How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>	Year 7 Tudors GCSE Elizabethan England	Autumn	<u>Russia (CJS)</u> 2 hours a week <b>Revolution and rise of Stalin, 1917-1929</b>	This option provides for the depth study of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control, and dictatorship.  It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.	Year 9 <i>Dropping of the atom bombs/ Cold War/ Civil Rights post WW2. GCSE American West.</i>	Half termly knowledge tests (AO1) Silent starter retrieval (AO1) Regular exam questions in class-see individual schemes of work for detail (AO1-4) End of unit mock exam (AO1-4)	<i>Consolidation booklets, creation of revision resources, flipped learning articles, research tasks to support independent learning. Seneca. Forms KTs</i>  <i>Trip to Hampton Court Palace.</i>
Spring	<u>The Tudors (SC)</u> 3 hours a week <b>Henry VIII, 1509-1457</b>			Spring	<u>Russia (CJS)</u> 2 hours a week <b>Bolshevik consolidation, 1918-1924</b>				
Summer	<u>The Tudors (SC) + NEA</u> 3 hours a week <b>Henry VIII and Edward VI, 1547-1553</b>			Summer	<u>Russia (CJS)</u> 2 hours a week <b>Stalin's rise to power, 1924-1929</b>				
Year 13	<b>Topic</b>			Year 13	<b>Topic: Stalin's rule</b>				
Autumn	<u>The Tudors (SC) + NEA</u> 3 hours a week <b>Edward VI and Mary I, 1553-1558</b>			Autumn	<u>Russia (CJS)</u> 2 hours a week <b>Economy and society</b>				
Spring	<u>The Tudors (SC)</u> 3 hours a week <b>Elizabeth I, 1558-1603</b>	Spring	<u>Russia (CJS)</u> 2 hours a week <b>Stalinism, politics and control</b>						
Summer	<u>The Tudors (SC)</u> 3 hours a week <b>Elizabeth I + Exam revision</b>	Summer	<u>Russia (CJS)</u> 2 hours a week <b>The great patriotic war, Stalin's dictatorship</b>						

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AQA A Level Sept 2022-24 (SC teaching whole of Year 13)									
Year 12	Topic	Key questions	Links to KS3-4	Year 12	Topic	Key questions	Links to KS3-4	Assessment:	Enrichment Opportunities/ Independent study
Autumn	<u>The Tudors (SC)</u> 3 hours a week Henry VII, 1485-1509	<ul style="list-style-type: none"> <li>How effectively did the Tudors restore and develop the powers of the monarchy?</li> <li>In what ways and how effectively was England governed during this period?</li> <li>How did relations with foreign powers change and how was the succession secured?</li> <li>How did English society and economy change and with what effects?</li> <li>How far did intellectual and religious ideas change and develop and with what effects?</li> <li>How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>	Year 7 Tudors GCSE Elizabethan England	Autumn	<u>American Dream (EPC) Truman</u> 2 hours a week	<ul style="list-style-type: none"> <li>How effectively did America establish themselves as a Superpower by 1980?</li> <li>How effectively was America governed during this period?</li> <li>How did relations with foreign powers change during the Cold War?</li> <li>How did American society and economy change and with what effects?</li> <li>How far did protest movements change and develop and with what effects?</li> <li>How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>	Year 9 Dropping of the atom bombs/ Cold War/ Civil Rights post WW2. GCSE American West.	Half termly knowledge tests (AO1) Silent starter retrieval (AO1) Regular exam questions in class- see individual schemes of work for detail (AO1-4) End of unit mock exam (AO1-4)	Consolidation booklets, creation of revision resources, flipped learning articles, research tasks to support independent learning. Seneca. Forms KT's  Trip to Hampton Court Palace.
Spring	<u>The Tudors (SC)</u> 3 hours a week Henry VIII, 1509-1457			Spring	<u>American Dream (EPC) Eisenhower</u> 2 hours a week				
Summer	<u>The Tudors (SC) + NEA</u> 3 hours a week Henry VIII and Edward VI, 1547-1553			Summer	<u>American Dream (SC) JFK</u> 2 hours a week				
Year 13	Topic			Year 13	Topic				
Autumn	<u>The Tudors (SC) + NEA</u> 3 hours a week Edward VI and Mary I, 1553-1558	Autumn	<u>American Dream (SC)</u> 2 hours a week Johnson						
Spring	<u>The Tudors (SC)</u> 3 hours a week Elizabeth I, 1558-1603	Spring	<u>American Dream (SC)</u> 2 hours a week Nixon						
Summer	<u>The Tudors (SC)</u> 3 hours a week Elizabeth I + <u>Exam revision</u>	Summer	<u>American Dream (SC)</u> 2 hours a week Ford and Carter + <u>Exam revision</u>						