

# History curriculum map: KS3-5

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Year 7									
Term	Time period	Macro Narrative	Big Question	Assessment:	Topics	Links to prior learning	Homework tasks / optional local History visits	National Curriculum Links	GCSE Links
Autumn 1	Stone Age-Dark Age -1000 AD	Introduction to History: skills Power and People	What is History?	Baseline: 'The Tollund Man was a victim of murder'. How far do you agree? <b>CONSEQUENCE</b>	Dartmoor local history Romans, Boudicca, Dark Ages.	KS2 NC, Romans, Anglo-Saxons	Dartmoor myths and legends  <i>Whitehorse Hill burial site, The Box</i>	-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- Medicine- Life in Middle Ages – Plague
Autumn 2	Medieval 1066- 1381	Power and People	How did a Norman become the king of England? Who had the most power in Medieval England?	'William was able to become the King of England because of his leadership skills'. How far do you agree <b>with historian, Marc Morris?</b> <b>CAUSATION</b> Knowledge/Glossary test	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 Time Traveller's guide to Medieval England  <i>Plympton Castle</i>	-Local history study- <i>Dartmoor-Whitehorse Hill, Norman Conquest and Plympton castle</i>	
Spring 1	Medieval 1066- 1483	Power and People	Continued... Who had the most power in Medieval England?	Medieval Power assessment: 'The Monarchy had the most power in the Middle Ages'. How far do you agree? <b>DIVERSITY</b>	Becket, Eleanor of Aquitaine, Crusades, Revolts, Magna Carta, Black Death, Richard III	Transition of power- hierarchy of power, rebellion from below			
Spring 2	Early Modern 1480-1603	Power and People	What was the biggest cause of conflict in Tudor England?	How useful is Source A in helping you with an enquiry into Henry VIII's motivations for the dissolution of the monasteries. <b>CAUSATION</b> Knowledge/Glossary test	The Tudors: Bosworth to Mary I	Regal power, taking power through battle. Female monarchs, rebellion from below	Tudor religious rollercoaster Elizabethan Plymouth  <i>Plymouth Hoe, Buckfast, Buckland and Tavistock Abbey</i>	-The development of the Church, state and society in Medieval Britain 1066-1509 -The development of the Church, state and society in Medieval Britain 1509-1745 -Local history study- <i>Tudors in Devon and Cornwall, dissolution of Tavistock and Buckfast Monasteries, Spanish Armada and Plymouth Hoe, Mayflower</i>	A01- Elizabethan England A01- Medicine- Elizabethan Medicine A01 American West- expansion into America and early settlers
Summer 1	Early Modern 1480-1603	Power and People	Continued... What was the biggest cause of Conflict in Tudor England?	Tudor assessment: 'Religion was the biggest cause of change in Tudor England'. How far do you agree? <b>CHANGE</b>	Mary 1, MQoS, Armada, Liz golden age	Power of the Church, female monarchs, hierarchy of society			
Summer 2	Early Modern 1480-1693	Empire and Migration	How did exploration impact ordinary people?	How useful is Source A in helping you with an enquiry into the life of Native Americans in Virginia? <b>CHANGE</b> Knowledge/Glossary test	Tudor migration, Roanoke, privateers, Diego and Drake, Mayflower, Pocahontas, Witch trials	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 <i>Mayflower Steps</i>		
Year 8									
Term	Time period	Theme	Big Question	Assessment:	Topics	Links to prior learning	Homework opportunities / local History visits	National Curriculum Links	GCSE Links
Autumn 1	c1500-c1800	Empire and Migration	How did slavery and abolition reshape ideas about race?	'The want for <b>humanitarian intervention</b> was the main reason for the abolition of the slave trade'. How far do you agree with <b>historian David Olusoga?</b> <b>CAUSATION</b>	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	-Ideas, political power, industry and empire: Britain 1745-1901 -Local history study- <i>Hawkins, Drake, privateers, Spanish Armada and Plymouth Hoe, establishment of the slave trade, Mayflower voyage</i>	A01 Elizabethan England- expansion and empire
Autumn 2	C1600-c1900	Empire and Migration	How did experiences of the British Empire vary across the globe?	How useful is source B for an enquiry into the lived experience of those ruled by Empire in Africa? <b>CONSEQUENCE AND DIVERSITY</b> Knowledge/Glossary test	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)	<i>Hoe memorial, Plymouth harbour, The Box</i>		
Spring 1	C1800	Crime and punishment	Why does the true identity of 'Jack the Ripper' remain unknown?	How useful is Source A in helping you with an enquiry into crimes of Jack the Ripper? <b>DIVERSITY AND SIGNIFICANCE</b>	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?	-Ideas, political power, industry and empire: Britain 1745-1901	A01- Medicine- surgery and medicine in Industrial Britain
Spring 2	1800-1920	Power and People	Were the Suffragettes terrorists or freedom fighters?	'The Suffragettes should be considered as freedom fights, not terrorists'. How far do you agree? <b>SIGNIFICANCE</b> Knowledge/Glossary test	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)	Nancy Astor biography  <i>Nancy Astor statue</i>	-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- <i>Nancy Astor</i>	
Summer 1	1900-1918 WW1	Power, war and empire	Why was the First World War described as 'Great'?	How useful is Source A in helping you with an enquiry into conditions of the trenches on the Western Front? <b>DIVERSITY AND CONSEQUENCE</b>	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 <i>WW1 Plymouth Hoe memorial/local district memorials</i>	-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- <i>Plymouth remembrance,</i>	A01 Medicine- surgery and medicine in WW1 A01 Germany- Weimar government, ToV, Nazi Germany
Summer 2	1918-1939	Power and People	How was Hitler able to become the 'Führer'?	'The Reichstag Fire was the main reason that Hitler was able to become Führer'. How far do you agree with this	Inter-war years- Hitler's Germany	Links to power and protest, Suffragettes and protest (Munich Putsch) propaganda (Richard III	<i>TBC</i>		

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Year 9									
Term	Time period	Theme	Big Question	Assessment:	Topics	Links to prior learning	Homework opportunities / local History visits	National Curriculum Links	GCSE/ A Level Links
				statement? <b>CONSEQUENCE AND SIGNIFICANCE</b> Knowledge/Glossary test		and WW1 gov recruitment) division of rich and poor (Victorian Britain).			
<b>Autumn 1</b>	Medieval to Modern	Power, war and empire	What conditions and ideologies made the Holocaust possible?	The most significant cause of the Holocaust was 'the centuries old tradition of Jew-hatred...'. How far do you agree with <b>Dr Gunnar S Paulsson</b> ? <b>SIGNIFICANCE AND DIVERSITY</b> Knowledge/Glossary test	The Holocaust- History of anti-Semitism	Links to Yr 8 life in Nazi Germany, division in society and protest (Yr7 Medieval and Yr8 suffragettes)	Holocaust memorial project	-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 <i>-Local history study- Plymouth remembrance, Plymouth during the Blitz, Saltash Passage-launching for D-Day</i>	A01 Germany-Weimar government, ToV, Nazi Germany
<b>Autumn 2</b>	1933-1945 WW2	Power and people	How did the allies win the Second World War?	How useful is source P in helping you with an enquiry into the significance of D-Day? <b>SIGNIFICANCE</b> How far do you agree, with <b>Dr Dan Snow</b> , that D-Day was the most significant cause of the allied victory over WW2? <b>SIGNIFICANCE AND CAUSATION</b>	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  <i>The Box, bomb book, Saltash Passage/Normandy Way</i>		
<b>Spring 1</b>	1945-1980	Power, war and people	Why was the world on the brink of destruction in the second half of the 20th Century?	'The most significant cause of tension during The Cold War period was the threat of nuclear war.' How far do you agree? <b>SIGNIFICANCE AND CAUSATION</b>	The Cold War, atomic bombs, Korea, Cuba, Vietnam, Israel, Afghanistan	Links to causes of/and WW2, division in society, empire and protest (Yr7 and Yr8 )	TBC	-A study of a significant issue in world history and its interconnections with other world developments	A Level Link: American Dream-foreign policy
<b>Spring 2</b>	20 <sup>th</sup> century	Power and People	How successful were the protest movements after WW2?	How useful is source A in helping you with an enquiry into the British civil rights movement? <b>DIVERSITY</b> Knowledge/Glossary test	Civil Rights in the UK	Links to division in society, empire and protest (Yr7 and Yr8 )	TBC	-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	A Level Link- American Dream – civil rights
<b>Summer 1</b>	Medieval-Renaissance	Power and People, Medicine through time	How important was religion for the progress of Medieval medicine? How scientific was medicine during the Renaissance?	'The Christian Church hindered medical progress in the Medieval period'. How far do you agree? <b>CHANGE AND CONTINUITY</b> Knowledge/Glossary test	Medieval and Renaissance medicine	Links to Yr7, role of Church as a power, medicine themes throughout- Black Death, Elizabethan Medicine, WW1 medicine. Protestant Reformation (Yr7)	Educake	The study of a theme in British History that consolidates and extends pupils' chronological knowledge from before 1066	Medicine Through Time
<b>Summer 2</b>	Renaissance	Medicine through time	How scientific was medicine during the Renaissance?	How useful is source A in helping you with an enquiry into surgery in the Renaissance period? <b>CHANGE AND CONTINUITY</b> Knowledge/Glossary test	Renaissance medicine		Educake	-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 1509-1745	Medicine Through Time
Year 10: Edexcel GCSE									
Term	Time period	Topic	Big Question	Assessment:	Homework opportunities / local History visits	National Curriculum Links	A Level Links		
<b>Autumn 1</b>	1250-1700	Medicine Through Time	How and why have ideas about the cause of illness and disease changed over time?	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)	Educake interleaving revision – set weekly-revision of Year 9 Medicine content, then ongoing <i>Doctor's Show- Exeter theatre</i> <i>WW1 Belgium/ Virtual reality visit</i>	-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 1509-1745 -Ideas, political power, industry and empire: Britain 1745-1901 - Challenges for Britain and the wider world: 1901-present day			
<b>Autumn 2</b>	1700-present		How and why have ideas about the cause of illness and disease changed over time?						
<b>Spring 1</b>	1914-1918		How did the trench environment contribute to the progress of medicine?						
<b>Spring 2</b>	1558-1588	Elizabethan England	Did Elizabeth inherit an England in turmoil? What political and religious challenges did she face?		Educake interleaving revision – set weekly-revision of Medicine <i>Buckland Abbey, Plymouth Hoe, The Box</i>	-The development of the Church, state and society in Medieval Britain 1509-1745	The Tudors, 1485-1603		
<b>Summer 1</b>			How did Elizabeth deal with those who rebelled against her? What was life like for ordinary people? How did exploration impact the Elizabethans?						
<b>Summer 2</b>	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?		Educake interleaving revision – set weekly-revision of Elizabethan England	-Ideas, political power, industry and empire: 1745-1901	American Dream, 1945-1980, contextual knowledge		
Year 11: Edexcel GCSE									
Term	Time period	Topic	Big Question	Assessment:	Homework opportunities / local History visits	National Curriculum Links	A Level Links		
<b>Autumn 1</b>	1835-1895	The American 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?	Half termly knowledge tests (AO1) Silent starter retrieval (AO1) Regular exam questions in class- see individual schemes of work for detail (AO1-4)	Educake interleaving revision – set weekly-revision of Elizabethan England	-Ideas, political power, industry and empire: 1745-1901	American Dream, 1945-1980, contextual knowledge		

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<b>Autumn 2</b>	1918-1939	Weimar and Nazi Germany	How did The Weimar Republic government try to recover Germany after WW1? How did Hitler become the 'Führer'?	End of unit mock exam (AO1-4)	Educake interleaving revision – set weekly-revision of American West	-A study of a significant issue in world history and its interconnections with other world developments	American Dream: German foreign policy contextual knowledge
<b>Spring 1</b>			How did Nazi policy impact society? How did the Nazis use propaganda and suspicion to maintain control?				
<b>Spring 2</b>	Revision for exams						
<b>Summer 1</b>	Exam season						
<b>Summer 2</b>	Transition to Post-16						

## AQA A Level

Year 12	Topic	Key questions	Links to KS3-4	Year 12	Topic	Key questions	Links to KS3-4	Assessment:	Homework opportunities
<b>Autumn</b>	<b>The Tudors (SC)</b> <b>Henry VII</b> <i>3 hours a fortnight</i>	How effectively did the Tudors restore and develop the powers of the monarchy?	<i>Year 8 Tudors GCSE Elizabethan England</i>	<b>Autumn</b>	<b>American Dream (EPC)</b> <b>Truman</b> <i>3 hours a fortnight</i>	How effectively did America establish themselves as a Superpower by 1980? How effectively was America governed during this period?	<i>Year 9 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.</i>  <i>Possible trip to London-Tower, Westminster Abbey etc</i>
<b>Spring</b>	<b>The Tudors (SC)</b> <b>Henry VIII</b> <i>3 hours a fortnight</i>	In what ways and how effectively was England governed during this period?		<b>Spring</b>	<b>American Dream (EPC)</b> <b>Eisenhower</b> <i>3 hours a fortnight</i>	How did relations with foreign powers change during the Cold War?			
<b>Summer</b>	<b>The Tudors (SC) + NEA</b> <b>Henry VIII and Edward VI</b> <i>3 hours a fortnight</i>	How did relations with foreign powers change and how was the succession secured?		<b>Summer</b>	<b>American Dream (EPC)</b> <b>Kennedy</b> <i>3 hours a fortnight</i>	How did American society and economy change and with what effects?			
<b>Year 13</b>	<b>Topic</b>	How did English society and economy change and with what effects?		<b>Year 13</b>	<b>Topic</b>	How far did protest movements change and develop and with what effects?			
<b>Autumn</b>	<b>The Tudors (SC) + NEA</b> <b>Edward VI and Mary I</b> <i>3 hours a fortnight</i>	How far did intellectual and religious ideas change and develop and with what effects?		<b>Autumn</b>	<b>American Dream (EPC)</b> <b>Johnson</b> <i>3 hours a fortnight</i>	How important was the role of key individuals and groups and how were they affected by developments?			
<b>Spring</b>	<b>The Tudors (SC)</b> <b>Elizabeth I</b> <i>3 hours a fortnight</i>	How important was the role of key individuals and groups and how were they affected by developments?		<b>Spring</b>	<b>American Dream (EPC)</b> <b>Nixon</b> <i>3 hours a fortnight</i>				
<b>Summer</b>	<b>The Tudors (SC)</b> <b>Elizabeth I</b> <b>Revision for exams</b> <i>3 hours a fortnight</i>		<b>Summer</b>	<b>American Dream (EPC)</b> <b>Ford and Carter</b> <i>3 hours a fortnight</i> <b>Revision for exams</b>					