

# History curriculum map: KS3-5 (2025-6)

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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	Coombe Dean curriculum links	National Curriculum Links	KS4-5 Links
1	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, 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	Migration-Life in Middle Ages
2	Medieval Baghdad	Power and People	Why was the Medieval Islamic Empire a 'Golden Age'? <b>SIMILARITIES AND DIFFERENCES</b>	"The Islamic Empire was a 'golden age' mainly because of trade." <u>How far do you agree with historian, Ibn Hajar Salani</u> <b>CAUSE &amp; CONSEQUENCE</b>	Medieval, Middle Ages, Power, Empire, Golden Age, Civilisation, Caliph, Umayyad, Abbasid, Caliphate, Scholarship, Observatory, Silk Roads, Supernatural, Superstitious, Scientific, Wisdom, Madrasa, Nun, Sack, Mongols	Creation of empire, comparison to Medieval England: architecture, society, medicine, education, women, religion	Medieval Power – comparison to Medieval England		RS- Mansa Musa taught in Yr7	A study of a significant issue in world history and its interconnections with other world developments The study of a theme in British History that consolidates and extends pupils' chronological knowledge from before 1066	Migration-empire building
3-4	Medieval 1066- 1381	Power and People	Did the Normans bring a 'truckload of trouble'? <b>DIVERSITY</b>	'The Normans brought a truckload of trouble to Medieval England. How far do you agree with Historian <b>Simon Schama</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	Invasion of Britain-Romans to Normans.	-The development of the Church, state and society in Medieval Britain 1066-1509	Heraldry and shields Castle design and building Plympton Castle	RS- Abrahamic religions, Palestine and holy land for Crusades- taught in Yr7	-The development of the Church, state and society in Medieval Britain 1066-1509	Migration-Life in Middle Ages – Church
5	Medieval 1066- 1483	Power and People	Who had the most power in Medieval England? <b>DIVERSITY</b>	"England's fortunes still largely depended on the political skill, intelligence and plain good luck of the man who wore the crown". How far do you agree with <b>historian, Dan Jones</b> ? <b>CONSEQUENCE &amp; SIGNIFICANCE</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	Migration-Life in Middle Ages – Plague
6	Early Modern 1480-1603	Power and People	How 'terrible' were the Tudors? <b>Susannah Lipscomb</b> <b>DIVERSITY</b>	Should Queen Mary be known as 'Bloody Mary'? <b>Susannah Lipscomb</b> <b>CHANGE AND CONTINUITY, SIGNIFICANCE</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	RS- Reformation taught in Yr8  English – Romeo and Juliet, life in Tudor England- taught at end of Yr 7 & Much Ado in Yr 8	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 A Level Tudors
YEAR 8											
Term	Time period	Theme	Enquiry Question	Assessment DISCIPLINARY CONCEPT	Substantive concepts	Topics	Links to prior learning	Local History links	Coombe Dean curriculum links	National Curriculum Links	KS4-5 Links
1	Early Modern 1480-1693	Empire and Migration	How did exploration impact ordinary people? <b>DIVERSITY</b>	Should we celebrate Sir Francis Drake? <b>(Historians David Olusoga, Tiffany Jenkins, Jane Dismore)</b> <b>CHANGE AND CONTINUITY</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
2	1603-1714	Power and the People	Did the world really turn upside down in Stuart England?	"Charles was executed because of his commitment to the Divine Right of Kings".	Personality, Puritan, Parliament, Sovereignty, Tax, Civil War, Treason, Conflict,	James I & gunpowder plot, Stuart civil war, Oliver Cromwell, Stuart monarchy	Medieval Power, Church and State authority, Peasants Revolt, Protestant	Seige of Plymouth and local battles, i.e Lostwithiel.		The development of the Church, state and society in Medieval Britain 1509-1745	Migrants in Britain

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			<b>CHANGE &amp; CONTINUITY</b>	How far do you agree with historian, Leanda de Lisle? <b>CAUSE AND CONSEQUENCE/SIGNIFICANCE</b>	Dissolution, Divine right of kings, Protestant, Catholic, Cause, Tyranny, Regicide, Revolution		Reformation, James I in exploration unit.				
3	c1500-c1800	Empire and Migration	How did the transatlantic slave trade change people, places and ideas? <b>DIVERSITY, CHANGE &amp; CONTINUITY</b>	"How useful is Major Cotton's proclamation for <b>understanding resistance to slavery in Jamaica?</b> " <b>SOURCE ANALYSIS AND EVALUATION</b> <i>(Historian David Olusoga- Black and British &amp; Britain's forgotten slave owners)</i>	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	RS- Mali, Mansa Musa and Timbuktu, African kingdoms, religion and conflict  RS- caste system- links to India lesson/sepoys	-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  A Level Tudors
4	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)				
5	C1800	Power and People	How did Victorian society influence ideas about women? <b>DIVERSITY</b>	Why is it important to correct <i>incorrect history?</i> (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>	RS- Christian charities, links to Victorian workhouses  English- Gothic fiction- taught in Yr 7, Christmas Carol in Yr10	-Ideas, political power, industry and empire: Britain 1745-1901	
6	1800-1920	Power and People	Were the Suffragettes terrorists or freedom fighters? <b>DIVERSITY</b>	'The Suffragettes should be considered as freedom fights, 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	RS- protest and change- Martin Luther King, Nelson Mandela	-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	Coombe Dean curriculum links	National Curriculum Links	GCSE Links
1	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	RS- empire, WW1 quakers, conscientious objectors	-Challenges for Britain and the wider world: 1901- present day	Migrants in Britain Germany- Weimar Zovernment, ToV A Level Russia
2-3	1933-1945 WW2	Power and people	How did the allies win the war in Europe? <b>DIVERSITY</b>	How far do you agree 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	English- Mice and Men, Great Depression (cite as a cause of WW2- Hitler's rise to power)	-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	Germany- Weimar Zovernment, ToV, Nazi Germany  A Level Russia, links

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3-4	Medieval to Modern	Power, war and empire	Did society allow the Holocaust to happen? <b>DIVERSITY</b>	How useful is the <b>Der Stürmer</b> cartoon (1939) to a historian for understanding <b>Nazi propaganda and law</b> towards Jewish people? <b>(Historian Ian Kershaw)</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	RS- Yr8 Israel and Palestine	Blitz, Saltash Passage- launching for D-Day	to antisemitism
5	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>	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.	RS- Stephen Lawrence	-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
6	1945-1977	Power, war and people	Why was the world on the brink of destruction in the second half of the 20 <sup>th</sup> Century?	How far do you agree with <b>John Gaddis</b> that competing ideologies were the cause for continuation of the Cold War? <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	RS- Buddhist monk protest	A Level Link: Russia	A Level Link: Russia

## EDEXCEL GCSE YEAR 10

Term	Time period	Theme/ Topic	Enquiry Questions	Assessment:	Homework opportunities / local History visits	A Level Links
1-2	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 Tudors, 1485-1603
3-5	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?		Interleaving revision – set weekly- revision of current/previous topic.	
6	800-1700	Migrants in Britain, c800-PRESENT	Why did people migrate to Britain? What was the experience and impact of migrants in Britain?			

## EDEXCEL GCSE YEAR 11

Term	Time period	Topic	Big Question	Assessment:	Homework opportunities / local History visits	A Level Links
1-2	1700-present 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.	
3-4	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?		Interleaving revision – set weekly- revision of current/previous topic. <i>Mayflower, The Box exhibit, Wampanoag tribe</i>	

## EXAM SEASON

## AQA A LEVEL

Year 12	Topic	Key questions	Links to KS3-4	Year 12	Topic	Key themes	Links to KS3-4	Assessment:	Enrichment Opportunities/ Independent study
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1-2	<b>The Tudors (SC)</b> 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	1-2	<b>American Dream (SC)</b> Truman 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.
3-4	<b>The Tudors (SC)</b> 3 hours a week Henry VIII, 1509-1457			3-4	<b>American Dream (SC)</b> Eisenhower 2 hours a week				
5-6	<b>The Tudors (SC) + NEA</b> 3 hours a week Henry VIII and Edward VI, 1547-1553			5-6	<b>American Dream (SC)</b> Kennedy 2 hours a week				
Year 13	Topic			Year 13	Topic: Stalin's rule				
1-2	<b>The Tudors (SC) + NEA</b> 3 hours a week Edward VI and Mary I, 1553-1558			1-2	<b>Russia (CJS)</b> 2 hours a week Economy and society				
3-4	<b>The Tudors (SC)</b> 3 hours a week Elizabeth I, 1558-1603			3-4	<b>Russia (CJS)</b> 2 hours a week Stalinism, politics and control				
				<p>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.</p> <p>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.</p>					