



### ***Our Vision:***

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### **History Curriculum Overview Mapping**

Year Group	Curriculum Intention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Year 7: The Emerging Historian. Students will learn key historical skills needed to succeed in History and to understand the story of the past. Primary experience of History can be varied so the emerging historian first learns the skills involved and consolidates knowledge from KS2 so that they have a foundation for learning all future historical topics.	What is History? Who are the British?	Why was 1066 an important turning point?	What was life like in the early Middle Ages?	How powerful were Medieval Monarchs?	What problems did the early Tudor Monarchs have?	How did the Early Modern Period begin?
<b>Year 8</b>	Year 8: The Novice historian. Students will continue to develop the key historical skills needed to succeed in History and to understand the story of the past. The Novice Historian first applies the skills involved and consolidates their knowledge from Year 7 so that they have a foundation for learning all future historical topics	Was the British Empire a good thing?	How did the Industrial Age change Britain?	How did ordinary people begin to influence their own lives?	How did ordinary people begin to influence their own lives?(Case studies)	What was the most important Scientific Development	Why should WW1 be remembered?

<b>Year 9</b>	Year 9: The Skilled historian Students will continue to apply the historical skills needed to succeed in History and to understand the story of the past. The Skilled Historian continues to apply the skills involved and consolidates knowledge from Year 8 whilst widening their knowledge base of the 20th century.	How did Russia and America become superpowers?	Why was World War Two significant?	How did people's attitude change after the war?	In Depth Study: Changes in the Middle East to terrorism	Is the World a safer place since 1945? Depth study; - How did World leaders deal with Post war conflict?	Is the world a safer place since 1945? Depth Study: To explore three key events in international relations
<b>Year 10</b>	Year 10: The Competent historian Students will continue to apply the historical skills needed to succeed in History and to understand the story of the past. The Competent Historian continues to apply the skills involved and consolidates their knowledge from KS3 to support these new topics in KS4	To understand how the Cold War ended? (1970-91)	To examine pre-war Germany under Weimar (1918-19)	To examine Hitler's rise to power and the creation of a Nazis state (1919-1933)	To examine life in Nazi Germany (1933-39)	To examine life in Nazi Germany (1933-39)  To explore Crime and Punishment through the ages (1000-1700)	To explore Crime and Punishment through the ages (1000-1700)
<b>Year 11</b>	Year 11: The Proficient Historian - Students will continue to apply the historical skills needed to succeed in History, to understand the story of the past. The proficient Historian continues to apply the skills involved with proficiency and is able to consolidate their knowledge from Year 10 to support the new topics in Year 11 and finally complete the exam task	To continue to explore Crime and Punishment through the ages (1500 to -1700)  To explore Crime and Punishment through the ages (1700 to the present)	PPEs  To examine a case study of crime and punishment in Victorian times: The Historical Environment- Whitechapel	New unit for Paper 2 To explore Anglo Saxon England, the Norman conquest and how William I secured the Kingdom (1060-87)	To explore life in Norman England (1066-1088)	To explore Anglo Saxon England, the Norman conquest and how William I secured the Kingdom (1060-87 Revision	

<p><b>Year 12</b> <b>Unit 1</b> <b>Britain &amp; Russia</b></p>	<p>Year 12: The Advanced Historian will continue to apply the historical skills needed to succeed in History at the Advanced level, to understand the story of the past. The Advanced Historian continues to apply the skills involved and consolidates new knowledge of the past. They are able to interpret the work of other historians at a higher level and also challenge the stories of the past.</p>	<p>Unit 1: The Quest for political stability 1625-88 Religion, conflict and dissent 1625-88</p> <p>Unit 2: The rule of Nicholas II 1894-1906</p>	<p>Unit 1 : Religion conflict and dissent 1625-88</p> <p>Unit 2: The rule of Nicholas II 1894-1906</p>	<p>Unit 1 Social and Intellectual Challenge, 1625-88</p> <p>Unit 2: The end of Romanov rule 1906-17</p>	<p>Unit 1 Economy trade and empire, 1625-88</p> <p>Unit 2: The Provisional government and its opponents 1917-1924</p>	<p>Unit 1: How revolutionary in the years to 1701 was the Glorious revolution?</p> <p>Unit 2: Defending the Bolshevik revolution, October 1917-24 Revision</p>	<p>Unit 3: Aspects in Breadth: social change, family, home and leisure, 1882-2204</p>
<p><b>Year 13</b> <b>Unit 3</b> <b>Media and Social Change</b></p>	<p>The Expert Historian will be highly skilled and equipped in supporting or challenging stories of the past. The expert historians works at a much higher level of challenge as well as writing their own interpretation of historical events they are able to find evidence to make their own interpretations. They will be expert in this and be able to capitalise on their expertise at university level when studying History</p>	<p>Unit 3: Aspects in Breadth: social change, family, home and leisure, 1882-2004</p> <p>Changing patterns of women's lives within the family and in the world of work The Age of the Press Barons, 1914-36</p>	<p>Aspects in Depth: Mass media- Mirroring or moulding society?</p> <p>Wireless and war: propaganda, information and entertainment, 1939-45</p> <p>Media in the Sixties, satire , image and social change (cont)</p>	<p>Media in the Sixties, satire , image and social change (cont)</p> <p>The Thatcher Government and the Media, 1979-90</p>	<p>Unit 3: The Labour Government versus the Media: the problem of the Iraq Dossiers, 2002-04</p>	<p>Revision</p>	

<p><b>Year 13</b> <b>Unit 4</b> <b>Tudors Coursework</b></p>	<p>The Expert Historian will be highly skilled and equipped with supporting or challenging in stories of the past. able to interpret the expert historians works at a much higher level of challenge and as well as writing their own interpretation of historical events they are able to find evidence to make their own interpretations</p>	<p>Coursework (Tudor Background lessons)</p>	<p>Coursework (Tudor Background lessons/skills lessons)</p>	<p>Coursework (Students own enquiry/writing of coursework)</p>	<p>Coursework (Students own enquiry/writing of coursework)</p>		
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