

Humanities Department – Curriculum Map

History

Curriculum Intent

At Broadwater School, the curriculum is more than just the lessons. Our aim is to provide a broad, balanced and rigorous curriculum that enables students to develop knowledge and skills that prepare them for the future. Most importantly, the curriculum hopes to cultivate a life-long enthusiasm for all humanities subjects.

In **history**, we seek to understand the past. Our curriculum intends...

- To encourage students to analyse narratives of power, society and conflict by introducing them to the diverse experiences of different periods, places and people.
- To allow students to engage in historical evaluation and formulate their own interpretations of historical events.

Big Ideas

Power		Understanding how power was fought for, won and contested between monarchs, governments, states and the public.
Conflict		Understand how warfare breaks out and impacts states and societies. Understand that conflict of ideas can erupt among societies such as religion or political ideologies.
Society		Understand how societies are formed and change through time such as feudal or class hierarchies. Understand how themes such as slavery, industrialisation and reform affect societies.

National Curriculum

[National Curriculum - History key stages 3 and 4](#)

GCSE Pearson Edexcel:

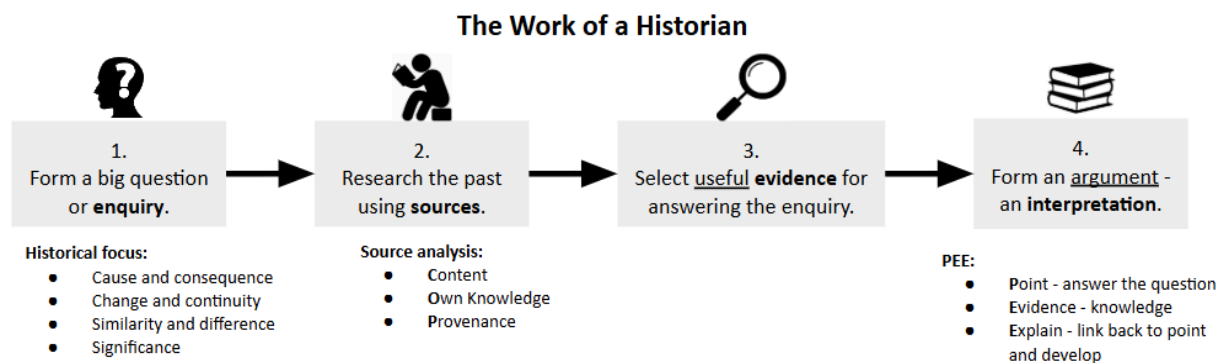
[Pearson Edexcel GCSE History](#) 1HI0 11-2Q-31

- Medicine through time
- Superpower relations and the Cold War (P4)
- Henry VIII and his ministers (B3)
- Weimar and Nazi Germany

Disciplinary knowledge

Chronology	<i>National Curriculum 2013</i> - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day...
Second-order concepts	<i>National Curriculum 2013</i> - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses...
Contexts	<i>National Curriculum 2013</i> - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales...
Methods of enquiry	<i>National Curriculum 2013</i> - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed...

Work of the historian



Careers

Careers with History / Historical Association

- Academic researcher / librarian - Archeologist - Archivist - Civil Service - Conservation officer (historic buildings) - Education - Heritage manager - Historian - Journalist - Media researcher - Military - Museum curator - Political analyst - Policy officer - Politician - Solicitor	- BBC - British Museum - English Heritage - University of Oxford - University of Cambridge - National Archives
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Historians

Norman Conquest	Marc Morris
Medieval Era	Dan Jones, Peter Frankopan, Susan Reynolds
The Tudors	Susannah Lipscomb, Tracy Borman, Miranda Kaufmann
The Stuarts	Ronald Hutton
British Empire	Niall Ferguson, Linda Colley, Sathnam Sanghera
Industrial Revolution	Emma Griffin, Arnold Toynbee
Migration to Britain	David Olusoga
Democracy + Civil Rights	Dorothy Thompson, Jane Purvis, David Olusoga, Alwyn Collinson, Mel Sherwood
World War One	David Stevenson
Communist Russia	Sheila Fitzpatrick
Nazis and Holocaust	Ian Kershaw, Richard J. Evans, Christopher Browning
Cold War	Michael Cox, Jonathan Haslam
Medicine through time	Vivian Nutton, Roy Porter

Key Stage Three

Year 7

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Power Conflict Society	Describe	<u>7.0 - Anglo-Saxons</u> What was Anglo-Saxon England like?
	Power	Cause and consequence Explanation	<u>7.1 - Norman Conquest</u> Why did the Normans gain power over England?
	Power	Significance Explanation Evaluate	<u>7.2 - Medieval monarchs</u> What was the most significant challenge to medieval monarchs' power ?
Spring	Society	Similarity and difference Source analysis	<u>7.3 - Medieval societies (Abbasid and Surrey)</u> What was important to the medieval societies of Abbasid and Surrey?
	Society	Change and continuity Interpretations	<u>7.4 - Tudor society</u> How did society change during the Tudor era?
Summer	Conflict	Cause and consequence Source analysis	<u>7.5 - The Reformation</u> Why was there conflict over religion in Tudor England?
	Conflict	Consequence Explain Source analysis	<u>7.6 - Stuart Britain</u> What was the consequence of conflict in 17th century England?
	Power Conflict Society	Change Evaluate	<u>7.7 - Medieval and Renaissance</u> How did England change between 1066 and 1702?

Year 8

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Power Conflict Society	Consequence Explain Source analysis	<u>8.1 - Transatlantic Slave Trade</u> What were the consequences of the Transatlantic Slave Trade in the 18th century?
	Power	Similarity and Difference Evaluate	<u>8.2 - The British Empire</u> How did experiences of British colonialism (power) differ across the empire?
Spring	Society	Consequence Source analysis Interpretations	<u>8.3 - Industrial Revolution</u> What were the consequences of the Industrial Revolution on British society ?
	Power	Change and continuity Source analysis	<u>8.4 - Women's suffrage</u> How did women secure their power in Britain?
Summer	Society	Cause Source analysis	<u>8.5 - Migration</u> How similar were people's experiences of migration to Britain?
	Conflict	Cause Explanation	<u>8.6 - British civil rights</u> How did people <i>fight</i> for civil rights in Britain?
	Power Conflict Society	Change Evaluate	<u>8.7 - Industrial and Modern</u> How has Britain changed between 1702 and present?

Year 9

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Conflict	Cause and consequence Explanation	<u>9.1 - International relations</u> Why did global conflict break out in 1914?
	Conflict	Significance Explain Interpretations	<u>9.2 - Significance of WWI</u> How significant was the conflict of WWI?
Spring	Power	Cause Change Source analysis	<u>9.3 - Communist Russia</u> Why did Russia become a communist super power ?
	Power	Consequences Source analysis Interpretations	<u>9.4 - Nazi dictatorship</u> Did the Nazis have total power over Germany?
Summer	Society	Significance Cause and consequence Source analysis	<u>9.5 - The Holocaust</u> How did modern society allow the Holocaust to take place?
	Conflict	Cause and consequence Significance Explain	<u>9.6 - World War Two</u> How was Allied victory in WWII achieved?

Year 7 age-related expectations

- **Knowledge** - show 1-2 key pieces of evidence in a paragraph, identify multiple points (answers) for an enquiry
- **Argument** - form PEE paragraphs to explain: cause, consequence, similarity, difference, significance and change
- **Sources** - COP - infer from the content (what does source show) and describe the provenance (where the source comes from)

Interpretations - identify a view shown by a historian about a particular topic

Year 8 age-related expectations

- **Knowledge** - show 1-2 key pieces of evidence in a paragraph, aim to include specific details (dates etc)
- **Argument** - use a variety of connectives to build clear PEE paragraphs
- **Sources** - COP - analyse the content (what does source show), describe the provenance (where does it come from), compare to own knowledge
- **Interpretations** - identify key argument/view of a historian, compare alternative views, show understanding of how a historian works

Year 9 age-related expectations

- **Knowledge** - show 2-3 key pieces of evidence in a paragraph, aim to include specific details (dates etc)
- **Argument** - form strong points which directly answer the question, evaluate two sides of an argument, justify opinions within a conclusion
- **Sources** - COP - analyse the content (what does source show), explain how the provenance (where does it come from) makes a source useful,
- **Interpretations** - identify key argument/view of a historian, support historian's interpretation with own knowledge, explain whether you agree or disagree with the view

Key Stage 4

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Power Conflict	Cause and consequence Significance	<u>Cold War</u> 1. Grand Alliance 2. Key crises 3. Detente 4. Second Cold War 5. End of the Cold War
Spring	Power Society	Cause and consequence Change and continuity Significance	<u>Henry VIII</u> 1. Wolsey's rise to power 2. Wolsey's policies 3. Cromwell's rise to power 4. Cromwell's policies
Summer	Society	Similarity and difference Change and continuity Significance Source analysis	<u>Medicine through time</u> 1. Ideas about medicine 2. Medieval medicine 3. Renaissance medicine 4. Industrial medicine 5. Modern medicine 6. WWI medicine

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Power Society	Cause and Consequence Significance Source analysis Interpretations	<u>Weimar and Nazi Germany</u> 1. Challenges of Weimar 2. Nazi Party's early years 3. Rise to power 4. Dictatorship 5. Life in Nazi Germany
Spring			<u>Revision of:</u> • Medicine • Germany • Henry VIII • Cold War
Summer			

Age-related expectations (by GCSE grade)

9 8	• AO1 Knowledge - include specific detail, precisely selected, and draw upon wider contextual knowledge (but no tangents) • AO2 Argument - very strong, coherent arguments (clear throughout essay) - with clear, justified conclusion • AO3 Sources - content and provenance linked to the enquiry (think like a historian and how they'd use that source) • AO4 Interpretations - refer to historian by name, evaluate the strength of their argument (the evidence used / emphasis made), lots of quotes
7 6	• AO1 Knowledge - include key detail (dates, statistics, examples, key terms, key figures), select carefully and organise • AO2 Argument - make a clear choice, form an argument around it and clear conclusion - PLAN • AO3 Sources - content and provenance must be analysed - use own knowledge to support analysis • AO4 Interpretations - how strong/weak is the argument, come down clearly agreeing with one of the interpretations, use your own knowledge to help your evaluation
5 4	• AO1 Knowledge - show 2-3 key pieces of evidence in a paragraph, aim to include specific details (dates etc) • AO2 Argument - choose clearly agree/disagree, make a plan, try to always link back to question at end of each paragraph • AO3 Sources - COP - analyse the content (what does source show), analyse the provenance (where does it come from), show some own knowledge • AO4 Interpretations - read very carefully, look for simple overviews of their views, use the question to help. Include both interpretations in your essay
3 2 1	• AO1 Knowledge - show 1-2 key pieces of evidence in a paragraph, aim to include specific details (dates etc) • AO2 Argument - choose clearly agree/disagree, make a plan, have a conclusion • AO3 Sources - COP - analyse the content (what does source show), describe the provenance (where does it come from), show some own knowledge • AO4 Interpretations - read very carefully, look for simple overviews of their views, use the question to help. Agree/disagree structure

Equality, Diversity, and Inclusion

Age	7.2 - Medieval monarchs: Richard II 7.5 - Reformation: Edward VI 9.5 - Child victims
Disability	8.4 - Women's suffrage: Rosa May Billinghurst 9.5 - Holocaust: T4 programme
Race / Ethnicity	7.3 - Medieval societies: Al-Khwarizmi, Mariam Al-Asturlabi, Al-Ma'mun 7.4 - Tudor society: Jacque Francis, John Blanke, Mary Fillis 8.1 - Slave trade: Oludah Equiano, Mary Prince 8.2 - British Empire: Lenape, Fulani, Hausa, Aborigine, Ghanan 8.4 - Women's suffrage: Sophia Duleep Singh 8.5 - Migration: Jewish, Caribbean, South-East Asian 9.5 - Holocaust: Jews, Roma, Sinti, Black
Gender reassignment	
Marriage	7.5 - Reformation: Henry VIII's annulment
Pregnancy	7.5 - Reformation: Henry VIII's annulment
Religion / belief	7.3 - Medieval societies: Islam and Catholic Christianity, Al-Khwarizmi 7.5 - Reformation: Protestant and Catholic Christianity 8.2 - British Empire: Christian missionaries, civilisation 8.5 - Migration: Jewish migration 9.5 - Holocaust: Jews, Jehovah's witnesses
Sex	7.2 - Medieval monarchs: Empress Matilda 7.3 - Medieval societies: Mariam Al-Asturlabi 7.4 - Tudor society: Elizabeth I, Mary Fillis 7.5 - Reformation: Mary I and Elizabeth I 7.6 - English Civil War: role of women 8.1 - Slave trade: Hannah More, Mary Prince 8.4 - Women's suffrage: Millicent Fawcett, Emmeline Pankhurst, Annie Kenney, Sylvia Pankhurst, Sophia Duleep Singh, Rosa May Billinghurst 9.2 - World War One: role of women 9.3 - Communist Russia: Tsarina Alexandria, equality between sexes
Sexual orientation	9.5 - Holocaust: homosexuals 9.6 - World War Two: Alan Turing