

## 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

<b>Power</b>		Understanding how power was fought for, won and contested between monarchs, governments, states and the public.
<b>Conflict</b>		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.
<b>Society</b>		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:

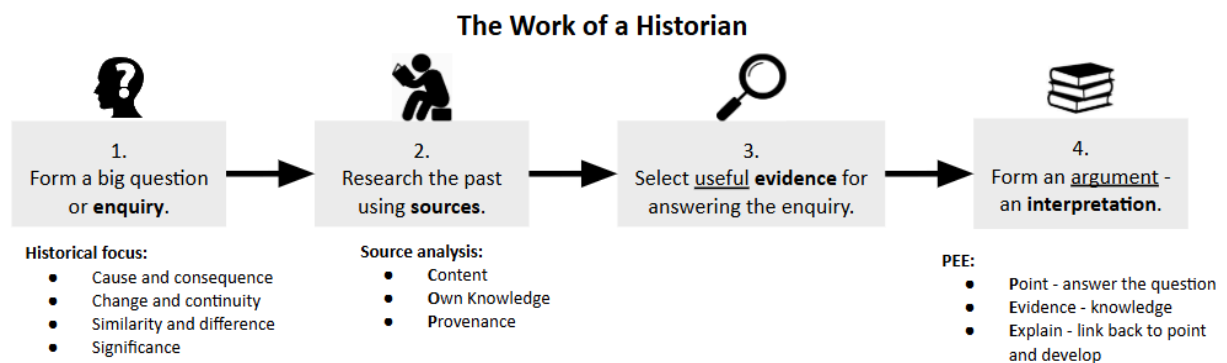
[Pearson Edexcel GCSE History](#) 1HI0 11-2Q-31

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

## Disciplinary knowledge

<b>Chronology</b>	<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...
<b>Second-order concepts</b>	<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...
<b>Contexts</b>	<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...
<b>Methods of enquiry</b>	<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

<ul style="list-style-type: none"><li>- Academic researcher / librarian</li><li>- Archeologist</li><li>- Archivist</li><li>- Civil Service</li><li>- Conservation officer (historic buildings)</li><li>- Education</li><li>- Heritage manager</li><li>- Historian</li><li>- Journalist</li><li>- Media researcher</li><li>- Military</li><li>- Museum curator</li><li>- Political analyst</li><li>- Policy officer</li><li>- Politician</li><li>- Solicitor</li></ul>	<ul style="list-style-type: none"><li>- BBC</li><li>- British Museum</li><li>- English Heritage</li><li>- University of Oxford</li><li>- University of Cambridge</li><li>- National Archives</li></ul>
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### Historians

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

## Key Stage Three

### Year 7

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

### 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

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Power	Similarity and Difference	<u><b>8.1 - The British Empire</b></u>  How did experiences of British <b>power</b> differ across the empire?
	Society	Consequence  Source analysis	<u><b>8.2 - Transatlantic Slave Trade</b></u>  How was <b>society</b> impacted by the Transatlantic Slave Trade?
Spring	Society	Consequence  Interpretations	<u><b>8.3 - Industrial Revolution</b></u>  What were the consequences of the Industrial Revolution on British <b>society</b> ?
	Society	Change and continuity  Source analysis	<u><b>8.4 - Migration</b></u>  How has migration changed British <b>society</b> over time?
Summer	Conflict	Cause  Source analysis	<u><b>8.5 - Development of democracy</b></u>  How did people <i>fight</i> for democracy in Britain?
	Conflict	Cause  Explanation	<u><b>8.6 - British civil rights</b></u>  How did people <i>fight</i> for civil rights in Britain?

### 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

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Conflict	Cause and consequence  Explanation	<u><b>9.1 - International relations</b></u>  Why did global <b>conflict</b> break out in 1914?
	Conflict	Significance  Interpretations	<u><b>9.2 - Significance of WWI</b></u>  How significant was the <b>conflict</b> of WWI?
Spring	Power	Cause  Source analysis	<u><b>9.3 - Communist Russia</b></u>  Why did Russia become a communist super <b>power</b> ?
	Power	Consequences  Source analysis  Interpretations	<u><b>9.4 - Nazi dictatorship</b></u>  Did the Nazis have total <b>power</b> over Germany?
Summer	Society	Significance  Cause	<u><b>9.5 - The Holocaust</b></u>  How were the Nazis able to commit genocide within <b>society</b> ?

### 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**

<b>Term</b>	<b>Big Idea</b>	<b>Disciplinary focus</b>	<b>Substantive knowledge</b>
Autumn	Power	Cause and consequence  Change and continuity  Significance	<b><u>Henry VIII</u></b>  <ol style="list-style-type: none"><li>1. Wolsey's rise to power</li><li>2. Wolsey's policies</li><li>3. Cromwell's rise to power</li><li>4. Cromwell's policies</li></ol>
Spring	Society	Similarity and difference  Change and continuity  Significance  Source analysis	<b><u>Medicine through time</u></b>  <ol style="list-style-type: none"><li>1. Ideas about medicine</li><li>2. Medieval medicine</li><li>3. Renaissance medicine</li><li>4. Industrial medicine</li><li>5. Modern medicine</li><li>6. WWI medicine</li></ol>
Summer	Power  Conflict	Cause and consequence  Significance	<b><u>Cold War</u></b>  <ol style="list-style-type: none"><li>1. Grand Alliance</li><li>2. Key crises</li><li>3. Detente</li><li>4. Second Cold War</li><li>5. End of the Cold War</li></ol>

### **Year 11**

<b>Term</b>	<b>Big Idea</b>	<b>Disciplinary focus</b>	<b>Substantive knowledge</b>
Autumn	Power  Society	Cause and Consequence  Significance  Source analysis  Interpretations	<b><u>Weimar and Nazi Germany</u></b>  <ol style="list-style-type: none"><li>1. Challenges of Weimar</li><li>2. Nazi Party's early years</li><li>3. Rise to power</li><li>4. Dictatorship</li><li>5. Life in Nazi Germany</li></ol>
Spring			<b><u>Revision of:</u></b>  <ul style="list-style-type: none"><li>• Medicine</li><li>• Germany</li><li>• Henry VIII</li><li>• Cold War</li></ul>
Summer			

# Age-related expectations (by GCSE grade)

<p><b>9</b></p> <p><b>8</b></p>	<ul style="list-style-type: none"> <li>• <b>AO1 Knowledge</b> - include specific detail, precisely selected, and draw upon wider contextual knowledge (but no tangents)</li> <li>• <b>AO2 Argument</b> - very strong, coherent arguments (clear throughout essay) - with clear, justified conclusion</li> <li>• <b>AO3 Sources</b> - content and provenance linked to the enquiry (think like a historian and how they'd use that source)</li> <li>• <b>AO4 Interpretations</b> - refer to historian by name, evaluate the strength of their argument (the evidence used / emphasis made), lots of quotes</li> </ul>
<p><b>7</b></p> <p><b>6</b></p>	<ul style="list-style-type: none"> <li>• <b>AO1 Knowledge</b> - include key detail (dates, statistics, examples, key terms, key figures), select carefully and organise</li> <li>• <b>AO2 Argument</b> - make a clear choice, form an argument around it and clear conclusion - PLAN</li> <li>• <b>AO3 Sources</b> - content and provenance must be analysed - use own knowledge to support analysis</li> <li>• <b>AO4 Interpretations</b> - how strong/weak is the argument, come down clearly agreeing with one of the interpretations, use your own knowledge to help your evaluation</li> </ul>
<p><b>5</b></p> <p><b>4</b></p>	<ul style="list-style-type: none"> <li>• <b>AO1 Knowledge</b> - show 2-3 key pieces of evidence in a paragraph, aim to include specific details (dates etc)</li> <li>• <b>AO2 Argument</b> - choose clearly agree/disagree, make a plan, try to always link back to question at end of each paragraph</li> <li>• <b>AO3 Sources</b> - COP - analyse the content (what does source show), analyse the provenance (where does it come from), show some own knowledge</li> <li>• <b>AO4 Interpretations</b> - read very carefully, look for simple overviews of their views, use the question to help. Include both interpretations in your essay</li> </ul>
<p><b>3</b></p> <p><b>2</b></p> <p><b>1</b></p>	<ul style="list-style-type: none"> <li>• <b>AO1 Knowledge</b> - show 1-2 key pieces of evidence in a paragraph, aim to include specific details (dates etc)</li> <li>• <b>AO2 Argument</b> - choose clearly agree/disagree, make a plan, have a conclusion</li> <li>• <b>AO3 Sources</b> - COP - analyse the content (what does source show), describe the provenance (where does it come from), show some own knowledge</li> <li>• <b>AO4 Interpretations</b> - read very carefully, look for simple overviews of their views, use the question to help. Agree/disagree structure</li> </ul>



## Equality, Diversity, and Inclusion

<b>Age</b>	7.2 - Medieval monarchs: Richard II 7.5 - Reformation: Edward VI
<b>Disability</b>	8.5 - Democracy: Rosa May Billinghurst (suffragette) 8.6 - Civil rights 9.5 - Holocaust: T4 programme
<b>Race / Ethnicity</b>	7.4 - Tudor society: Jacque Francis, John Blanke, Mary Fillis etc 8.1 - British Empire: Lenape, Fulani, Hausa, Aborigine, Ghanan 8.2 - Slave trade 8.4 - Migration: Jewish, Caribbean, South-East Asian 8.5 - Democracy: Sophia Duleep Singh (suffragette) 8.6 - Civil rights 9.5 - Holocaust: Jews, Roma, Sinti, Black
<b>Gender reassignment</b>	8.6 - Civil rights: April Ashley
<b>Marriage</b>	8.6 - Civil rights: 2013 Marriage Act
<b>Pregnancy</b>	
<b>Religion / belief</b>	7.3 - Medieval societies: Islam and Christianity, Al-Khwarizmi 7.5 - Reformation 8.1 - British Empire: Christian missionaries, civilisation 9.5 - Holocaust: Jews, Jehovah's witnesses
<b>Sex</b>	7.2 - Medieval monarchs: Matilda 7.3 - Medieval societies: Mariam Al-Asturlabi 7.4 - Tudor society: Elizabeth I 7.5 - Reformation: Mary I and Elizabeth I 8.5 - Democracy: Suffragettes and Suffragists 8.6 - Civil rights
<b>Sexual orientation</b>	8.6 - Civil rights 9.5 - Holocaust: homosexuals