

Social Science Faculty

History

7 Year Curriculum Map

History is fundamental to understanding the world we live in. It helps us to contextualise the present, through understanding how and why people behave in certain ways. It helps us to understand how and why society has changed over time. As well as see how there is much continuity across societies over time. Our goal is to enable students to understand the society they live in and the contextualise the world around them. At the same time, History is not always linear. Giving students a sense of the contrast, the differences and the mysterious is an important part of developing their intellectual curiosity. In order to do this, we aim to create critically thinking, independent, students who can challenge the narratives in front of them, such as in politics and the media today.

We believe in a diverse, relevant and powerful curriculum. In a diverse school, we think it is essential to offer a curriculum that gives representation and agency beyond a Eurocentric narrative; a curriculum that challenges common misconceptions and takes students beyond a narrative they may here in society. This is why by the end of Y9, students will have an understanding of the Islamic Golden Age, the Haitian Revolution, the Empire of Mali and Jewish resistance to the Holocaust. The knowledge acquired at KS3 is also essential preparation for KS4 and KS5. For instance, knowledge of the Reformation unlocks students understanding of Elizabeth I, which turn helps students to understand the context to the early Stuarts rule.

- To develop these critically aware students, we prioritise the teaching of History through the points below.
- Develop their substantive knowledge about people, events and places in the past globally
 - Develop their understanding of substantive concepts, i.e. revolution
 - Develop their understanding of second order concepts in History; change & continuity, causation, significance, interpretations, evidence, similarity and difference
 - To learn through enquiry; as this will enable students to conceptualise the past to a much higher level
 - Through these develop the ability of students to critically assess arguments and create their own versions of these

AQA History

	Knowledge	Key Concepts
Year 12/13	<p>Stuart Britain Monarchs and Parliaments, 1603–1629 Revolution, 1629–1649 From Republic to restored and limited monarchy, 1649–1678 The establishment of constitutional monarchy, 1678–1702</p> <p>Democracy and Nazism: Germany, 1918–1945 The Establishment and early years of Weimar, 1918–1924 The 'Golden Age' of the Weimar Republic, 1924–1928 The Nazi Dictatorship, 1933–1939 The Racial State, 1933–1941 The impact of War, 1939–1945</p> <p>NEA: African American Civil Rights 1865-1965</p>	<p>Allow students to draw conclusions about and make links in relation to:</p> <ul style="list-style-type: none">• The various processes of historical change and continuity, and of similarity, difference and significance.• Provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.• The role of elites and the basis of legitimacy of power and decision-making.• How the exercise of power changes over time when confronted with opposition.• How ideas, social and economic or ideological developments influence and change the exercise of power. <p>Stuart Britain It explores concepts such as monarchy, absolutism, Crown and Parliament, constitution, Political Nation, Protestantism, Revolution, regicide, radicalism, republic, dissent, religious toleration, political parties.</p> <p>Democracy and Nazism: Germany, 1918–1945 It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.</p> <p>African American Civil Rights 1865-1965 Develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.</p>

Year 11	AQA History	
	<p>Britain: Migration, empires and the people: c790 to the present day: Conquered and conquerors; Looking west; Expansion and empire; Britain in the 20th century</p> <p>Elizabethan England, c1568–1603: Elizabeth's court and Parliament; Life in Elizabethan times; Troubles at home and abroad; The historic environment of Elizabethan England</p>	The GCSE course builds upon the substantive and second order conceptual understanding gained at Key Stage 3 and gives student the opportunity to gain a greater breadth and depth of understanding. It is sequenced to allow progression of concepts and knowledge.
Year 10	<p>America, 1920–1973: Opportunity and inequality: American people and the 'Boom'; Americans' experiences of the Depression and New Deal; Post-war America</p> <p>Conflict and tension between East and West, 1945–1972 The origins of the Cold War; The development of the Cold War; Transformation of the Cold War</p>	<p>Migration Empire nationalism hierarchy Monarchy Church Protestantism Economic boom. Depression. Hierarchy. Rights Ideology. Communism. Capitalism Imperialism</p>

	Fertile Questions	Key Concepts and Rationale
Year 9	<p>How “dark” was the History of Africa?</p> <p>How have interpretations of Lawrence of Arabia changed?</p> <p>Was violence the driving force for women gaining the vote?</p> <p>Why is it important to remember Jews did not go like ‘lambs to the slaughter’?</p> <p>How far did London live up to being the “place for me”?</p> <p>How did the events of October 1917 shake the world?</p>	<p>Interpretation, significance, causation, consequences, change and continuity</p> <p>Empire, anarchy, imperialism, colonisation, nationalism, feminism, hierarchy, persecution, class, suffrage, human rights, race, migration, civil rights,</p> <p>Opportunities and inequalities in the modern world.</p>
Year 8	<p>Why should we remember Arabic Science?</p> <p>Why has Leonardo Da Vinci been seen as the most significant Renaissance Man?</p> <p>Were Martin Luther’s ideas the most important reason for the success of the Reformation?</p> <p>Why did the French revolutionaries execute their own King?</p> <p>What credit is Haiti owed for the sacrifices it made to abolish slavery?</p> <p>How did a private British company become the ruler of India?</p>	<p>Significance, change, causation, interpretation</p> <p>Patronage, empire, republic, Renaissance, Dark Age, humanism, Church, Reformation, indulgences, Protestantism, revolution, hierarchy, class, privilege, race, colony, imperialism, colonisation</p> <p>Revolutionary changes in the early modern world.</p>
Year 7	<p>Why did Marc Morris argue England was “fundamentally transformed” under the Anglo Saxons?</p> <p>Why was Medieval Baghdad a ‘remarkable’ city?</p> <p>How much had life changed in England by the end of William the Conqueror’s reign?</p> <p>Did people fight in the Crusades for love of God or love of wealth?</p> <p>What difference did the Black Death really make?</p> <p>Why did the peasants revolt in 1381?</p> <p>How useful are paintings for finding out about the beliefs of ordinary people before the Reformation?</p> <p>How did the Mongols change the world?</p>	<p>Significance, change, causation, sources</p> <p>Dark Age, migration, conquest, identity, Crown, empire, government, culture, religion, economics, power, Parliament, hierarchy, revolt</p> <p>Understanding the medieval world and the changes that took place during this time.</p>