



History CURRICULUM MAP – KS4

Term	Year 10	Term	Year 10
Spring Term 2	<p>Substantive knowledge Key topic 1: The Origins of the Cold War 1941-58</p> <ul style="list-style-type: none"> - Early tension between East and West - The development of the Cold War - The Cold War intensifying <p>Key Topic 2: Cold War Crises, 1958-70</p> <ul style="list-style-type: none"> - Increased tension between the East and West - Cold War crises - Reaction to crisis <p>Key Topic 3: The end of the Cold War, 1970-91</p> <ul style="list-style-type: none"> - Attempts to reduce tension between the East and West - Flashpoints - The Collapse of Soviet control of Eastern Europe <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Causation - Consequences - Significance <p>Assessment:</p> <ul style="list-style-type: none"> - Explaining the consequences of events during the period - Analysing the importance of events during the period <p>SMSC/British Values:</p> <ul style="list-style-type: none"> - Democracy and dictatorships <p>Prior knowledge</p> <ul style="list-style-type: none"> - Cold War (year 9) - World War Two (year 9) - Weimar and Nazi Germany (year 10) 	<p>Summer Term 2 Topic: GCSE Early Elizabethan England, 1558-88</p> <p>Second-order concept focus: Change and Continuity</p> <p>ASSESSMENT: AO1: Knowledge of the period AO2: Analysis of the period using second-order concepts</p>	<p>Substantive knowledge Key topic 3: Elizabethan society in the Age of Exploration, 1558-88</p> <ul style="list-style-type: none"> - Education and leisure - The problem of the poor - Exploration and voyages of discovery - Raleigh and Virginia <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Causation - Similarity - Change - Continuity - Consequence <p>Assessment:</p> <ul style="list-style-type: none"> - Describing features of Elizabeth’s England - Analysing the causes of events during Elizabeth’s reign <p>SMSC/British Values:</p> <ul style="list-style-type: none"> - Democracy <p>Prior knowledge</p> <ul style="list-style-type: none"> - Henry VIII (year 7) - Elizabeth’s ‘Golden’ Age (year 8)
Summer Term 1	<p>Substantive knowledge Key topic 1: Queen, government and religion, 1558-69</p> <ul style="list-style-type: none"> - The situation on Elizabeth’s accession - The ‘settlement’ of religion - Challenge to the religious settlement - The problem of Mary, Queen of Scots <p>Key Topic 2: Challenges to Elizabeth at home and abroad, 1569-88</p>	<p>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</p> <ul style="list-style-type: none"> • Berlin • Berlin Wall • Checkpoint Charlie • Imperial War Museum 	



History CURRICULUM MAP – KS4

Term	Year 11	Term	Year 11
<p>Spring Term 2</p> <p>Topic: GCSE Superpower relations and the Cold War, 1941-91</p> <p>Second-order concept focus: Change and Continuity</p> <p>ASSESSMENT: AO1: Knowledge of the period AO2: Analysis of the period using second-order concepts</p>	<p><u>Substantive knowledge</u></p> <p>Key topic 1: Queen, government and religion, 1558-69</p> <ul style="list-style-type: none"> - The situation on Elizabeth’s accession - The ‘settlement’ of religion - Challenge to the religious settlement - The problem of Mary, Queen of Scots <p>Key Topic 2: Challenges to Elizabeth at home and abroad, 1569-88</p> <ul style="list-style-type: none"> - Plots and revolts at home - Relations with Spain - Outbreak of war with Spain, 1585-88 - The Armada <p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> - Causation - Consequences - Significance <p><u>Assessment:</u></p> <ul style="list-style-type: none"> - Explaining the consequences of events during the period - Analysing the importance of events during the period <p><u>SMSC/British Values:</u></p> <ul style="list-style-type: none"> - Democracy and dictatorships <p><u>Prior knowledge</u></p> <ul style="list-style-type: none"> - Cold War (year 9) - World War Two (year 9) - Weimar and Nazi Germany (year 10) 	<p>Summer Term 2</p> <p>Topic:</p> <p>Superpower relations and the Cold War, 1941-91</p> <p>Early Elizabethan England, 1558-88</p> <p>Crime and Punishment through time</p> <p>Weimar and Nazi Germany, 1918-39</p>	<p>Consolidation of knowledge and second-order concepts in preparation for public examinations. We will do this by doing the following:</p> <ul style="list-style-type: none"> - Use PPE1 and 2 analysis to fine tune topics - Timed practice of evaluating interpretations - Focusing on the skills required to analyse primary sources - Timed practice of source analysis - Revisit the key vocabulary used in each question - Revisit the language used when evaluating interpretations
		<p>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</p>	<ul style="list-style-type: none"> • Berlin • Berlin Wall • Checkpoint Charlie • Imperial War Museum • Talks from Holocaust Survivors
<p>Summer Term 1</p> <p>Topic: GCSE Superpower relations and the Cold War, 1941-91</p> <p>Second-order concept focus: Change and Continuity</p> <p>ASSESSMENT: AO1: Knowledge of the period AO2: Analysis of the period using second-order concepts</p>	<p><u>Substantive knowledge</u></p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558-88</p> <ul style="list-style-type: none"> - Education and leisure - The problem of the poor - Exploration and voyages of discovery - Raleigh and Virginia <p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> - Causation - Similarity - Change 		



History CURRICULUM MAP – KS5

Term	Year 12	Term	Year 12
<p>Spring Term 2</p> <p>Topic: Britain 1930-51 Enquiry topic: Churchill</p> <p>Second-order concept focus:</p> <p>AO1: Knowledge and understanding of second-order concepts AO2: Analysis and evaluation of sources AO3: Analysis and evaluation of interpretations</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Conservative Domination 1951-1954 - Labour and Conservative governments 1964-1979 <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Evidential understanding <p>Assessment:</p> <ul style="list-style-type: none"> - Analysis and evaluation of primary sources <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy 	<p>SUMMER TERM 2 MAY-JUN, JUL</p> <p>SKILLS:</p> <p>HOMEWORK:</p> <p>DPR KOS:</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Thatcher and the end of consensus 1979-1997 <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Evidential understanding <p>Assessment:</p> <ul style="list-style-type: none"> - Analysis and evaluation of primary sources <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy
<p>SUMMER TERM 1</p> <p>Topic: Britain 1930-51 Enquiry topic: Churchill</p> <p>Second-order concept focus:</p> <p>AO1: Knowledge and understanding of second-order concepts AO2: Analysis and evaluation of sources AO3: Analysis and evaluation of interpretations</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Labour and Conservative governments 1964-1979 <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Evidential understanding <p>Assessment:</p> <ul style="list-style-type: none"> - Analysis and evaluation of primary sources <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy <p>Wider reading</p>	<p>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</p>	<ul style="list-style-type: none"> • Battle of Britain Bunker • Mentoring for GCSE students • Wider reading: Churchill in his own words



History CURRICULUM MAP – KS5

Term	Year 12	Term	Year 12
<p>Spring Term 2</p> <p>Topic: Democracy and Dictatorships in Germany 1919-1963</p> <p>Second-order concept focus:</p> <p>AO1: Knowledge and understanding of second-order concepts AO2: Analysis and evaluation of sources AO3: Analysis and evaluation of interpretations</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - The Nazi Dictatorship and its domestic policies Feb 1933–1939 - The impact of war and defeat on Germany: 1939–1949 <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Evidential understanding - Continuity and change - Historical significance - Historical perspectives - Causation <p>Assessment:</p> <p>-Students must demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level.</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy 	<p>SUMMER TERM 2 MAY-JUN, JUL</p> <p>SKILLS:</p> <p>HOMEWORK:</p> <p>DPR KOS:</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Divided Germany: The Federal Republic and the DDR 1949–1963 <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Evidential understanding - Continuity and change - Historical significance - Historical perspectives - Causation <p>Assessment:</p> <p>- -Students must demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level.</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy
<p>SUMMER TERM 1</p> <p>Topic: Democracy and Dictatorships in Germany 1919-1963</p> <p>Second-order concept focus:</p> <p>AO1: Knowledge and understanding of second-order concepts AO2: Analysis and evaluation of sources AO3: Analysis and evaluation of interpretations</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Divided Germany: The Federal Republic and the DDR 1949–1963 <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> - Evidential understanding - Continuity and change - Historical significance - Historical perspectives - Causation <p>Assessment:</p> <p>- -Students must demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level.</p>	<p>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</p> <ul style="list-style-type: none"> • Mentoring for GCSE students • Visit to Auschwitz Concentration Camp • Visit to Rome • Wider reading: The Rise and Fall of the Third Reich by William L Shirer 	



History CURRICULUM MAP – KS5

Term	Year 13	Term	Year 13
Spring Term 2 Topic: Popular Culture and the Witchcraze of the 16th and 17th Centuries Second-order concept focus: Interpretations AO1: Knowledge and understanding AO3: Analysis and evaluation of interpretations	<u>Substantive knowledge</u> The persecuted Responses of the authorities to witchcraft The Witchcraze in Southern Germany c.1590–1630 Hopkins and the witch hunt of 1645–1647 <u>Disciplinary knowledge:</u> -Interpretations <u>Assessment:</u> - Analysis and judgement of interpretations	SUMMER TERM 2 Topic: Popular Culture and the Witchcraze of the 16th and 17th Centuries Second-order concept focus: Interpretations AO1: Knowledge and understanding AO3: Analysis and evaluation of interpretations	Consolidation of knowledge and second-order concepts in preparation for public examinations. We will do this by doing the following: <ul style="list-style-type: none"> - Use PPE1 and 2 analysis to fine tune topics - Timed practice of evaluating interpretations - Focusing on the skills required to analyse primary sources - Timed practice of source analysis - Revisit the key vocabulary used in each question - Revisit the language used when evaluating interpretations
SUMMER TERM 1 Topic : Popular Culture and the Witchcraze of the 16th and 17th Centuries Second-order concept focus: Interpretations AO1: Knowledge and understanding AO3: Analysis and evaluation of interpretations	<u>Substantive knowledge</u> The Salem witch trials <u>Disciplinary knowledge:</u> - Interpretations <u>Assessment:</u> Analysis and judgement of interpretations	ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:	<ul style="list-style-type: none"> • Battle of Britain Bunker • Mentoring for GCSE students • Berlin • Rome • Wider reading: The Crucible



Politics CURRICULUM MAP – KS5

Term	Year 12	Term	Year 12
<p>Spring Term 2</p> <p>Topic: Government and Politics</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Prime Minister and the Executive - Conservatism - Liberalism - Political Parties <p>Assessment:</p> <p>AO1: Knowledge and understanding AO2: Analysis AO3: Evaluation</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy 	<p>SUMMER TERM 2</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Non-core political ideologies: Feminism - Charlotte Perkins Gilman - Simon de Beauvoir - Kate Millett - Sheila Rowbotham - Bell Hooks <p>Assessment:</p> <ul style="list-style-type: none"> - Analysis and evaluation of primary sources <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy - Tolerance - Rule of Law - Individual Liberty
<p>SUMMER TERM 1</p> <p>Topic: Government and Politics</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Liberalism - Socialism - Relations between the branches <p>Assessment:</p> <p>AO1: Knowledge and understanding AO2: Analysis AO3: Evaluation</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy 	<p>ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:</p>	<ul style="list-style-type: none"> • Visit from the former PM • Visit to Houses of Parliament • Mock Election • Visit to Prime Minister’s Questions • Wider reading: The Communist Manifesto, Why we get the wrong politicians by Isabel Hardman • Access to Politics review magazines



Politics CURRICULUM MAP – KS5

Term	Year 13	Term	Year 13
Spring Term 2	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Non-core political ideologies: Feminism - Charlotte Perkins Gilman - Simon de Beauvoir - Kate Millett - Sheila Rowbotham - Bell Hooks <p>Assessment: AO1: Knowledge and understanding AO2: Analysis AO3: Evaluation</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy - Tolerance - Individual Liberty - Rule of Law 	SUMMER TERM 2	<p>Consolidation of knowledge in preparation for public examinations. We will do this by doing the following:</p> <ul style="list-style-type: none"> - Use PPE1 and 2 analysis to fine tune topics - Revisit the key vocabulary used in each question - Revisit the language used when evaluating political viewpoints - Organising current affairs to support the core content <p>Assessment: AO1: Knowledge and understanding AO2: Analysis AO3: Evaluation</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy - Tolerance - Rule of Law - Individual Liberty
SUMMER TERM 1	<p>Substantive knowledge</p> <ul style="list-style-type: none"> - Non-core political ideologies: Feminism - Charlotte Perkins Gilman - Simon de Beauvoir - Kate Millett - Sheila Rowbotham - Bell Hooks <p>Assessment: AO1: Knowledge and understanding AO2: Analysis AO3: Evaluation</p> <p>SMSC/British Values</p> <ul style="list-style-type: none"> - Democracy - Tolerance - Individual Liberty - Rule of Law 	ENRICHMENT OPPORTUNITIES THROUGHOUT THE YEAR:	<ul style="list-style-type: none"> • Visit from the former PM • Visit to Houses of Parliament • Mock Election • Visit to Prime Minister’s Questions • Wider reading: The Communist Manifesto, Why we get the wrong politicians by Isabel Hardman • Subscription and access to Politics Review magazines