



# Curriculum Map

Subject: History

Year group: 10

Time period	Autumn Term	Spring Term	Summer Term
<b>Content</b>  <i>Declarative Knowledge – 'Know What'</i>	<b>Paper 2:</b>  <b>Depth Study 1:</b> <b>Anglo Saxon &amp; Norman England (1060-80)</b>	<b>Paper 2:</b>  <b>Depth Study 2:</b> <b>Superpower Relations and the Cold War (1941-1991)</b>	<b>Paper 1:</b>  <b>Breadth study:</b> <b>Crime and Punishment in Britain (1000 to present)</b>
<b>Skills</b>  <i>Procedural Knowledge – 'Know How'</i>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Significance and importance</li> <li>• Change and continuity</li> </ul> <b>Key processes:</b> <ul style="list-style-type: none"> <li>• Using evidence</li> <li>• Constructing arguments and conclusions</li> <li>• Evaluating the extent of change /continuity</li> <li>• Judging importance and significance</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Consequences</li> <li>• Significance and importance</li> <li>• Conflict and cooperation</li> </ul> <b>Key processes:</b> <ul style="list-style-type: none"> <li>• Using evidence</li> <li>• Constructing coherent narratives</li> <li>• Evaluating significance and impact</li> <li>• Judging importance and significance</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• Significance and importance</li> <li>• Social / economic / technological change</li> </ul> <b>Key processes:</b> <ul style="list-style-type: none"> <li>• Using evidence</li> <li>• Constructing arguments and conclusions</li> <li>• Evaluating the reasons for change over time</li> <li>• Judging importance and significance</li> </ul>
<b>Key Questions</b>	Why did William the Conqueror defeat Harold at the Battle of Hastings in 1066?  How did William first dominate and then control the Anglo-Saxon population?  How did King William maintain his royal authority in the decades after the Norman Conquest?	What was the significance of the Cuban Missile Crisis for superpower relations?  What was the significance of the construction of the Berlin Wall for the Cold War?  What was the impact of the Soviet invasion of Afghanistan on superpower relations?	Why has criminal activity changed so radically in Britain since the year 1000?  How and why has the system of law enforcement evolved and developed since the year 1000?  How and why has the system of punishments - and prisons - evolved since the year 1000?
<b>Assessment</b>	Fortnightly assessment via GCSE-style exam questions.  Extended written answers and short essays.		
<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>• Using second and third tier vocabulary</li> <li>• Constructing paragraphs</li> <li>• Socio-cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Using second and third tier vocabulary</li> <li>• Constructing coherent narratives</li> <li>• International + political awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Using second and third tier vocabulary</li> <li>• Constructing paragraphs</li> <li>• Socio-cultural awareness</li> </ul>



# Curriculum Map

Subject: History

Year group: 11

Time period	Autumn Term	Autumn & Spring Term	Spring Term	Summer Term
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>Paper 1:</b>  <b>Historic environment: Whitechapel (c1870 - c1900)</b>	<b>Paper 3:</b>  <b>Modern Depth Study: Weimar and Nazi Germany (1918-1939)</b>	<b>Revision:</b>  <b>Anglo-Saxon and Norman England (1066-1088)</b> <b>Superpower Relations and the Cold War (1941-1991)</b> <b>Crime and Punishment (1000-present)</b>	
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Significance and importance</li> <li>• Change and continuity</li> </ul> <b>Key processes:</b> <ul style="list-style-type: none"> <li>• Using evidence and contemporary sources</li> <li>• Evaluating sources</li> </ul>	<b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Causation</li> <li>• Significance and importance</li> <li>• Change and continuity</li> </ul> <b>Key processes:</b> <ul style="list-style-type: none"> <li>• Using evidence and historical interpretations</li> <li>• Constructing arguments and conclusions</li> <li>• Evaluating causation</li> <li>• Judging importance and significance</li> </ul>	<b>Revising key content:</b> <ul style="list-style-type: none"> <li>• Anglo-Saxon and Norman England = revising causation</li> <li>• Superpower Relations = revising consequence and significance</li> <li>• Crime and Punishment = revising change and continuity over time.</li> </ul> <b>Revising key exam technique:</b> <ul style="list-style-type: none"> <li>• Paragraph structure and written expression</li> <li>• Primary source analysis</li> <li>• Secondary interpretation analysis</li> </ul> <b>Study skills:</b> <ul style="list-style-type: none"> <li>• Revision techniques to develop memory and recall</li> <li>• ‘Chunking’ and ‘dispersed retrieval’</li> </ul>	
<b>Key Questions</b>	How did the socio-economic conditions in Whitechapel contribute to the high crime rate?  Why did the police fail to catch the Ripper?  How far had policing and detecting techniques improved by c1900?	How far were the 1920s the ‘Golden Years’ for the Weimar Republic?  What were the key events and factors that led to Hitler’s appointment as Chancellor in 1933?  How did the Nazi police state dominate and control the German population?  How far did life improve under the Nazi regime for workers, families, and women?		
<b>Assessment</b>	Fortnightly assessment via GCSE-style exam questions.  Extended written answers and short essays.		Fortnightly assessment revisiting Paper 1 + 2.  Regular full exam papers and assessment practice.	
<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>• Using second and third tier vocabulary</li> <li>• Constructing paragraphs</li> <li>• Socio-cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Using second and third tier vocabulary</li> <li>• Constructing coherent narratives</li> <li>• International + political awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience and aspiration</li> <li>• Organisation and time management</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience and aspiration</li> <li>• Organisation and time management</li> </ul>