

## 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>		Monarchy, government, parliament, republic, revolution, reform, autocracy, dictatorship, democracy, feudalism, disenfranchisement, totalitarian, suffrage, empire, civil rights
<b>Conflict</b>		Revolution, rebellion, warfare, protest, ideas (religion), imperialism, nationalism, militarism, civil war, total war, cold war, suffrage, resistance
<b>Society</b>		Class, caste, feudal, hierarchy, slavery, economics, industrialisation, liberty, reform, radical, socialism, capitalism, communism, peasant, colony, empire, race, civil rights

#### 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



### *The work of the historian*

<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...

## 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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## Key Stage Three

### Year 7

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Power	<p>Cause and consequence</p> <p>Significance</p> <p>Source analysis</p>	<p><b>7.1 - Norman Conquest</b> Why did the Normans gain <b>power</b> over England?</p> <ul style="list-style-type: none"> <li>- Battle of Hastings</li> <li>- Feudal system</li> <li>- Domesday Book</li> <li>- Harrying of the North</li> </ul> <p><b>7.2 - Medieval monarchs</b> Why was the <b>power</b> of medieval monarchs challenged?</p> <ul style="list-style-type: none"> <li>- Anarchy</li> <li>- Becket</li> <li>- Magna Carta</li> <li>- Peasants' Revolt</li> </ul>
Spring	Society	<p>Similarity and difference</p> <p>Change and continuity</p> <p>Source analysis</p>	<p><b>7.3 - Medieval societies (Abbasid and Surrey)</b> What was important to the medieval <b>societies</b> of Abbasid and Surrey?</p> <ul style="list-style-type: none"> <li>- Religion</li> <li>- Science</li> <li>- Trade</li> <li>- Land</li> </ul> <p><b>7.4 - Tudor society</b> How did <b>society</b> change during the Tudor era?</p> <ul style="list-style-type: none"> <li>- Hierarchy</li> <li>- Migration</li> <li>- Exploration</li> <li>- Culture</li> </ul>
Summer	Conflict	<p>Cause and consequence</p> <p>Similarity and difference</p> <p>Interpretations</p>	<p><b>7.5 - The Reformation</b> Why was there <b>conflict</b> over religion in Tudor England?</p> <ul style="list-style-type: none"> <li>- Protestantism</li> <li>- Break with Rome</li> <li>- Religious change</li> <li>- Opposition</li> </ul> <p><b>7.6 -Stuart Britain</b> How did <b>conflict</b> in the 17th century create Britain?</p> <ul style="list-style-type: none"> <li>- Religious toleration</li> <li>- Monarchy and parliament</li> <li>- Act of Union</li> </ul>

Year 8

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Society	Consequence Change Interpretations Source analysis	<p><b>8.1 - Industrial Revolution</b> What were the consequences of the Industrial Revolution on British <b>society</b>?</p> <ul style="list-style-type: none"> <li>- 1750</li> <li>- Economy</li> <li>- Living and working conditions</li> </ul> <p><b>8.2 - Transatlantic Slave Trade</b> How was <b>society</b> impacted by the Transatlantic Slave Trade?</p> <ul style="list-style-type: none"> <li>- West Africa</li> <li>- Caribbean</li> <li>- Britain</li> </ul>
Spring	Power	Consequence Similarity and difference Change and continuity Interpretations	<p><b>8.3 - The British Empire</b> How did experiences of British <b>power</b> differ across the empire?</p> <ul style="list-style-type: none"> <li>- Lenape (North America)</li> <li>- Maori (New Zealand)</li> <li>- Hausa (Nigeria)</li> <li>- Ireland</li> </ul> <p><b>8.4 - India in the British Empire</b> How did British <b>power</b> over India change?</p> <ul style="list-style-type: none"> <li>- Mughal Empire</li> <li>- East India Company</li> <li>- 1857 Rebellion</li> <li>- British Raj</li> </ul>
Summer	Conflict	Change and continuity Cause and consequence Significance Source analysis	<p><b>8.5 - Development of democracy</b> How did people <b>fight</b> for democracy in Britain?</p> <ul style="list-style-type: none"> <li>- Levellers and Diggers</li> <li>- Age of Revolution</li> <li>- Age of Reform</li> <li>- Women's suffrage</li> </ul> <p><b>8.6 - British civil rights</b> How did people <b>fight</b> for civil rights in Britain?</p> <ul style="list-style-type: none"> <li>- Women</li> <li>- Race</li> <li>- LBGTQ+</li> <li>- Disabled</li> </ul>

## Year 9

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Conflict	<p>Cause and consequence</p> <p>Significance</p> <p>Source analysis</p> <p>Interpretations</p>	<p><b>9.1 - Causes of WWI</b>            Why did global <b>conflict</b> break out in 1914?</p> <ul style="list-style-type: none"> <li>- European empires</li> <li>- Scramble for Africa</li> <li>- Militarism</li> <li>- Alliances</li> <li>- July Crisis</li> </ul> <p><b>9.2 - Significance of WWI</b>            How significant was the <b>conflict</b> of WWI?</p> <ul style="list-style-type: none"> <li>- Trench warfare</li> <li>- Battle of the Somme</li> <li>- Developments</li> <li>- Home Front</li> <li>- Global war</li> </ul>
Spring	Power	<p>Cause and consequence</p> <p>Similarity and difference</p> <p>Source analysis</p> <p>Interpretations</p>	<p><b>9.3 - Communist Russia</b>            Why did Russia become a communist super<b>power</b>?</p> <ul style="list-style-type: none"> <li>- Tsarist Russia</li> <li>- 1905 and 1917 Revolutions</li> <li>- Lenin</li> <li>- Stalin</li> <li>- USSR</li> </ul> <p><b>9.4 - Nazi dictatorship</b>            Did the Nazis have total <b>power</b> over Germany?</p> <ul style="list-style-type: none"> <li>- Weimar Germany</li> <li>- Rise in support</li> <li>- Police state, incentives</li> <li>- Collaboration, conformity and opposition</li> </ul>
Summer	Society	<p>Significance</p> <p>Source analysis</p>	<p><b>9.5 - The Holocaust</b>            How were the Nazis able to commit genocide within German <b>society</b>?</p> <ul style="list-style-type: none"> <li>- Experiences</li> <li>- Nuremberg</li> <li>- Kristallnacht</li> <li>- Ghettos</li> <li>- Final Solution</li> </ul> <p><b>9.6 - TBC</b></p>

## **Key Stage 4**

### **Year 10**

<b>Term</b>	<b>Big Idea</b>	<b>Disciplinary focus</b>	<b>Substantive knowledge</b>
Autumn	Society	Similarity and difference  Change and continuity  Significance  Source analysis	<b><u>Medicine through time</u></b>  - Ideas about medicine - Medieval medicine - Renaissance medicine - Industrial medicine - Modern medicine - WWI medicine
Spring	Power  Society	Cause and consequence  Change and continuity  Significance	<b><u>Henry VIII</u></b>  - Henry's accession - Wolsey as chief minister - Cromwell as chief minister - The Reformation
Summer	Power  Conflict	Cause and consequence  Significance	<b><u>Cold War</u></b>  - Grand Alliance - Key crises - Detente - Second Cold War - End of the Cold War

### **Year 11**

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

**Year 11 (3-year GCSE)**

<b>Term</b>	<b>Big Idea</b>	<b>Disciplinary focus</b>	<b>Substantive knowledge</b>
Autumn	Power  Conflict	Cause and consequence  Significance	<p><b><u>Cold War</u></b></p> <ul style="list-style-type: none"> <li>- Grand Alliance</li> <li>- Key crises</li> <li>- Detente</li> <li>- Second Cold War</li> <li>- End of the Cold War</li> </ul>
Spring			<p><b><u>Revision of:</u></b></p> <ul style="list-style-type: none"> <li>- Medicine</li> <li>- Germany</li> <li>- Henry VIII</li> <li>- Cold War</li> </ul>
Summer			