

# History Curriculum Map

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
<b>Year 9/10 – Crime and Punishment</b>	Anglo-Saxons and Normans	Pupils will have studied the Norman Conquest in Year 7 where they will have a basic appreciation of the narrative of the Norman Conquest and the general impact of the Norman Conquest such as the Feudal System and Castles.	The basis of the English legal system such as trial by jury lies in the Anglo-Saxon period, a good place to start looking at the development of Crime and Punishment through time. The Normans also made some important early changes.	Next pupils will look at the changes made to the legal system by Medieval monarchs who aimed to centralise the legal system, putting more power into the hands of the King.	<b>Knowledge and Understanding</b> Tithings, Hue and Cry, Trial by Jury, Trial by Ordeal, Wergild, Murdrum Fine, Forest Laws, Trial by Combat <b>Skills</b> Using criteria to write in detail about utility	<b>AO2: 4 Mark Similarity or Difference Question – Formative Assessment</b>  <b>KS3 End Points</b> Know Anglo-Saxon Crimes and Punishments Know Different methods of Anglo Saxon Justice Know changes made to justice and punishment by the Normans
	Medieval England	Pupils have completed a unit on Medieval England in Year 7. They will have an appreciation of some of the major events of this period, changes in power between the Monarch, the Church and Parliament and how people lived during the Middle Ages.	Medieval Kings sought to improve the legal system by centralising it, making the system more uniform. They added important roles such as coroners and the justice of the peace which are still important now.	Next pupils will look at how a series of social changes affected crime and punishment during the Early Modern Period – such as religious change, the invention of the printing press and the impact of the Civil War.	<b>Knowledge and Understanding</b> Statute of Labourers, Heresy, Coroner, Justice of the Peace, Constable, Burning at the Stake, Church Courts, Assizes <b>Skills</b> Writing an analytical essay and balanced conclusion	<b>AO4: 16 Mark Essay Question – Formative Assessment</b>  <b>KS3 End Points</b> Know changes made to the law, police, justice, and punishment in Medieval England Know ways that the Church had an impact on the justice system in Medieval England
	Early Modern England	Pupils have completed a unit on Early Modern England in Year 7 and may also have done work on Henry VIII and Elizabeth I at primary school. They will be aware of the religious problems of the age and the events of the English Civil War.	The Early Modern period saw many important changes to the English legal system. The introduction of Habeas Corpus and the ending of heresy laws during this period is balanced by the witch trials and the introduction of the Bloody Code.	Next pupils will go on to study the 18 <sup>th</sup> and 19 <sup>th</sup> centuries where the modern police and prison systems were introduced and the Bloody Code came to an end.	<b>Knowledge and Understanding</b> Gunpowder Plot, Vagabonds, Witchfinder General, Sergeants, Watchmen, Quarter Sessions, Habeas Corpus, Bloody Code, Transportation, House of Correction <b>Skills</b> Using criteria to write in detail about utility	<b>AO3: 8 Mark Utility Question – Formative Assessment</b>  <b>KS3 End Points</b> Know social changes in EME and how they affected crime and punishment Know religious changes made by T and S Monarchs and how this affected C&P Know causes, events and consequences of the Gunpowder Plot Know how the law changed during the rule of Oliver Cromwell Know the impact of arise in vagabondage on England and its laws Know the causes for an increase in Witchcraft in EME Know methods of law enforcement and justice in EME Know reasons for the development of the Bloody Code

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18 <sup>th</sup> and 19 <sup>th</sup> Century Britain	Pupils have completed a unit on change in the 18 <sup>th</sup> and 19 <sup>th</sup> Centuries during Year 8. They will have studied the impact of the Industrial and Agricultural Revolutions, Empire and Slavery and the conditions of Victorian towns.	This period saw changes to the English legal system that make it more recognisable to the modern day system. The number of hanging offences decreased and the police and prisons were introduced to combat a rise in crime.	Next pupils will learn about how the modern legal system developed during the 20 <sup>th</sup> Century including a system for young offenders and the use of modern technology.	<b>Knowledge and Understanding</b> Highway Robbery, Smuggling, Poaching, Tolpuddle Martyrs, Metropolitan Police, Prison, Transportation, Silent System <b>Skills</b> Analysing similarity and difference in the past	<b>AO2: 4 Mark Similarity or Difference Question – Formative Assessment</b>  <b>KS3 End Points</b> Know the causes for the rise and decline of smuggling, highway robbery and poaching Know the causes of the creation of the Metropolitan Police Know how Peel solved the opposition to the creation of the Metropolitan Police Know reasons why the Bloody Code ended Know the aims and impact of Penal Transportation to Australia Know reasons for the reform of prisons in the 19 <sup>th</sup> Century Know changes made to prisons in the 19 <sup>th</sup> Century
20 <sup>th</sup> Century Britain	Pupils have completed a unit on the major events of the 20 <sup>th</sup> Century in Year 8. This includes the Suffragettes, the First and Second World War and the Cold War. This may have given them some appreciation of life in Britain during this century.	The final period that pupils study would see the end of the death penalty, the development of the police into its modern-day position and the creation of a system for young offenders. This will complete their study of this topic.	Next pupils will go back to the 19 <sup>th</sup> Century to study Whitechapel during the Victorian period as a historic environment study looking more in depth at conditions in Victorian London and the work of the Metropolitan Police.	<b>Knowledge and Understanding</b> 20 <sup>th</sup> Century Crimes, Conscientious Objectors, Modern Police, Prison Reform, Non-Custodial Sentences, Young Offenders, Abolition of the Death Penalty <b>Skills</b> Writing an analytical essay and balanced conclusion	<b>AO4: 16 Mark Essay Question – Formative Assessment</b>  <b>AO2: 12 Mark Essay – Formative Assessment</b>  <b>KS3 End Points</b> Know examples of changing crime in the 20 <sup>th</sup> Century Know the causes of change to policing in the 20 <sup>th</sup> Century Know how punishments have changed in the 20 <sup>th</sup> Century Know the reasons for the abolition of the death penalty
Whitechapel (year 10)	Pupils will already have completed a Year 8 unit looking at Victorian towns and will also have studied in depth crime, policing, justice and punishment in the 18 <sup>th</sup> and 19 <sup>th</sup> Centuries including the development of the Metropolitan Police.	Whitechapel between 1880 and 1900 was a place synonymous with poverty and crime. High immigration, poor housing stock and gang violence contributed to a place known for having one of the highest crime rates in the capital.	In the next unit, pupils will go on to study Germany after the First World War, the Weimar State and the rise of Hitler and the Nazis.	<b>Knowledge and Understanding</b> Housing, Social Conditions, Metropolitan Police, H Division, Work of the Police, Jack the Ripper <b>Skills</b> The Historical Enquiry Process and Using criteria to write in detail about utility	<b>4 Mark Describe Features Question – Formative Assessment</b>  <b>8 Mark Utility Question – Formative Assessment</b>  <b>4 Mark Follow Up Question – Formative Assessment</b>

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<b>Year 10 Early Elizabethan England</b>	Queen, Government and religion	Pupils will have studied Elizabethan England during their Early Modern England unit in Year 7. Pupils will also have studied some Early Modern England topics in their unit on crime and punishment.	Many of Elizabeth's challenges stemmed from her role as Queen and the religious problems that had plagued Europe for the previous hundred years. In this unit they will be looking at the problems that she faced as the basis of the rest of the unit.	In the next unit pupils will look at the different threats immediately posed to Elizabeth's religious settlement.	<b>Knowledge and Understanding</b> Elizabethan Society, Government, Elizabeth's Legitimacy, the Character of Elizabeth, Challenges Elizabeth faced, <b>Skills</b> Describing two features – technique, Writing an explanatory essay, Writing an analytical essay	<b>4 Mark Describe Features Question – Formative Assessment</b>  <b>16 Mark Essay Question – Formative Assessment</b>
	Threats to the Religious Settlement	Pupils will have some knowledge of the religious settlement from their lessons in Year 7 in addition to the work that they did in the previous topic.	Elizabeth's religious settlement was an attempt to find a compromise to the division that had haunted England since the Great Matter of her father's reign. These lessons show though that even a popular policy by the Government will still leave some unhappy.	Pupils will next move on to look at the threats that Catholic plotters presented to her at home and Elizabeth's spies.	<b>Knowledge and Understanding</b> The Reformation, Religious Divisions, Puritans, The Religious Settlement, The Church of England, the Puritan Challenge, the Catholic Challenge, the Foreign Challenge, Mary Queen of Scots <b>Skills</b> Describing two features, Writing an explanatory essay, Writing an analytical essay	<b>4 Mark Describe Features Question – Formative Assessment</b>  <b>12 Mark Essay – Formative Assessment</b>
	Challenges at home	The previous topic will have given pupils a background to the Catholic plots against her and why Elizabeth was such a threat to the Catholic establishment.	During Elizabeth's reign she was ably assisted by a number of key advisors including the Cecils and Walsingham. Their experience and talent would help Elizabeth and reveal the darker arts of Government during this period and how Elizabeth was able to deal with the threats against her.	In the next unit, pupils will look at the threats from aboard and the Spanish Armada.	<b>Knowledge and Understanding</b> Revolt of the Northern Earls, The Ridolfi, Throckmorton and Babbington Plots, Execution of Mary, Cecil and Walsingham <b>Skills</b> Describing two features, Writing an explanatory essay Writing an analytical essay	<b>4 Mark Describe Features Question – Formative Assessment</b>  <b>16 Mark Essay Question – Formative Assessment</b>
	The challenges from abroad	Pupils will have studied the Spanish Armada as an event during Year 7 History lessons. They will also have studied the threats posed by Catholics to Elizabeth during the earlier topics in this unit.	Traditionally, the defeat of the Spanish Armada has been seen as a plucky English navy defeating a much larger, more powerful enemy. The truth is though that England's organisation, planning and leadership were crucial to their success.	Pupils will finally move on to study the lives of the people of England during Elizabethan times and the plight of the poor.	<b>Knowledge and Understanding</b> Elizabeth's Foreign Policy, the role of Drake, the Spanish Netherlands, the Spanish Armada <b>Skills</b> Describing two features, Writing an explanatory essay, Writing an analytical essay	<b>12 Mark Essay – Formative Assessment</b>
	Elizabethan Society	Pupils will have studied the Elizabethan poor both in Year 7 during their Early Modern England unit and also during their GCSE unit on Crime and Punishment.	Due to a rising population, the landowning political class and the closure of the monasteries, there was an increase in poverty in this period. This period began to look at the idea of the deserving poor – a consideration of the Government even in modern times.	Pupils will finally move on to study the exploration of America and the setting up of the first colonies in Virginia.	<b>Knowledge and Understanding</b> Education, Leisure, Causes of Poverty, Attitudes and Policies to the Poor <b>Skills</b> Describing two features, Writing an explanatory essay Writing an analytical essay	<b>4 Mark Describe Features Question – Formative Assessment</b>
	The Age of Exploration	Pupils will have completed some work in Year 7 where they looked at the development of colonies in America. They have also studied the impact of Spain's Empire on its economy during the unit.	The expanding British Empire of later periods began with the age of exploration in the Elizabethan period. The circumnavigation of Drake and the setting up of the Virginia colony would one day be the basis for Britain's future wealth and the foundation of the USA.	In the final unit of the GCSE pupils will study a time period that is complete new to them when they study the American West.	<b>Knowledge and Understanding</b> Reasons for exploration, Ship design, the role of Drake, Walter Raleigh, Virginia <b>Skills</b> Describing two features, Writing an explanatory essay Writing an analytical essay	<b>12 Mark Essay – Formative Assessment</b>  <b>16 Mark Essay Question – Formative Assessment</b>

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<b>Year 10/11 British America</b>	The Development of Colonial Society	Pupils will have studied the beginnings of English attempts to create a colonial Empire in the previous unit on Elizabeth I. One of the points of these lessons will be to help fill in the gaps between the two units.	This first set of lessons in the first topic of the British America unit build up the background for the rest of the narrative. It allows pupils to get a sense of period and Geography of North America at this time and to understand some of the key issues happening in the colony at the time.	Next pupils will go on to study the issue of Slavery in North America which would have lasting consequences even for people today.	<b>Knowledge and Understanding</b> British Colonies and their settlement patterns, Governing the colonies, expanding the colonies, economic developments. Trade, piracy <b>Skills</b>	<b>8 Mark Question</b> <b>Formative Assessment</b>  <b>Explain two consequences of George I's Proclamation (1717)</b>
	Slavery in North America	Pupils will have learned about colonial society in the first set of lessons in this unit and will have some knowledge of the Triangle Trade and slavery from their work in Key Stage 3.	In this set of lessons, pupils will be learning about the key features of the slave trade and the British part in and monopoly of it. They will learn about the treatment of slaves and their impact on the development of tobacco and rice plantations and the position of slaves within society.	Next pupils will go on to study some of the long term causes of the War of Independence – the underlying tensions within the colonies.	<b>Knowledge and Understanding</b> The Triangle Trade, Tobacco and rice plantations, impact on society, fugitive and runaway slaves, <b>Skills</b>	
	Problems with the Colonies	Pupils will have some ideas of the tensions within the colonies from the first two sets of lessons in the unit.	The final set of lessons in the first topic begins to look at the problems faced by the colonies in America – political, social and economic. These will eventually develop to the point where they are causes of the American War of Independence.	In the next topic, pupils will look at some of the medium term causes of the War of Independence – cultural developments with the colonies and the wars that preceded the War of Independence.	<b>Knowledge and Understanding</b> Slave Revolts, The New York conspiracy, Customs revenues, smuggling, the fur trade <b>Skills</b>	<b>8 Mark Question</b> <b>Formative Assessment</b>  <b>Write a narrative account analysing the key events in the years 1739-40 leading to the suppression of slave rights in South Carolina.</b>  <b>Explain the Importance of the Stono Rebellion (1739) for the Government of South Carolina</b>
	Cultural Developments	Pupils will have some knowledge already from the work they have done in the unit so far and this should be built on in this set of lessons.	This unit will look at the influence of a number of religious, social and scientific ideas within the colonies – again this would be the basis for the causes of the War of Independence.	Pupils will now go on to study the wars in North America in the period 1742-64 – this would provide some of the context behind the War of Independence.	<b>Knowledge and Understanding</b> Religious revival – the Great Awakening, the Enlightenment, Education, Newspapers, Public Libraries, Benjamin Franklin, <b>Skills</b>	<b>8 Mark Question</b> <b>Formative Assessment</b>  <b>Explain two consequences for the American Colonies of Benjamin Franklin's work as a writer</b>

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War and its aftermath 1742-64	Pupils will build on their knowledge from the previous topics.	The colonists of North America were surrounded by adversaries – either from the Spanish and French Empires or from the Native Americans. At the beginning of this period (1742-64) the colonists were very much dependant on Britain for their protection. However by the end, they were becoming more confident and ready to grow. Pupils will then focus on the impact of the wars on the relationship between Britain and the American colonies which sowed the seeds for the upcoming War between them.	Now pupils will go on to study the Wars of Independence and their immediate aftermath.	<p><b>Knowledge and Understanding</b> King George’s War and its impact, the French and Indian War, Canada and General Wolfe, The Treaty of Paris, the Royal Proclamation of 1763, Impact on the war with British relations, The Sugar Act and opposition to it, Relations with Native Americans, Pontiac’s Rebellion, the Paxton Boys</p> <p><b>Skills</b></p>	<p><b>8 Mark Question Formative Assessment</b></p> <p><b>Write a narrative account analysing the key events of 1758-60 that led to the French surrender.</b></p> <p><b>Explain the importance of the Treaty of Paris of 1763 for the colonists in British America.</b></p>
British and American Relations	This set of lessons will bring together what pupils have learned so far so that they can see where this all fits in within the context of the War of Independence	This set of lessons looks at the short term causes for the War of Independence – the Stamp Act, the Boston Massacre, the Boston Tea Party and the meetings of the Continental Congress. They were to shape not only the war, but how the United States of America is run today.	Pupils will now go on to study the events of the War of Independence.	<p><b>Knowledge and Understanding</b> The Stamp Act 1765, The Liberty Pole, The Boston Massacre, The Boston Tea Party, the Intolerable Acts, the First Continental Congress, the Second Continental Congress</p> <p><b>Skills</b></p>	<p><b>8 Mark Question Formative Assessment</b></p> <p><b>Explain two consequences of the Stamp Act (1765)</b></p>
The War of Independence	Pupils have now studied all of the causes of the Wars of Independence. They may have some knowledge of the War of Independence from previous years.	In this set of lessons pupils will learn about the events of the War of Independence including key American victories, factors that affected the course of the war and the significance of the Treaty of Paris.	Pupils will now go on to study what the impact of the war was on a variety of colonists and Native American groups.	<p><b>Knowledge and Understanding</b> Thomas Paines’ Common Sense, the Declaration of Independence, The War of Independence – including Saratoga and Yorktown, Washington’s significance, British Mistakes, Spanish and French involvement, The Treaty of Paris</p> <p><b>Skills</b></p>	<p><b>8 Mark Question Formative Assessment</b></p> <p><b>Write a narrative account analysing the key events of 1778-83 that led to the Treaty of Paris (1783)</b></p>
Consequences of the War	This will bring together some of the key themes from the early unit – what happened to the Native Americans? To the Slaves? To those that had remained loyal to the crown?	Finally, pupils will learn about the consequences of the War of Independence for slaves, the Native Americans and for those who had remained loyal to Britain. Whilst the War saw the foundation of a new nation, it would have dire consequences for some of its inhabitants.	This is the final unit in the GCSE. Pupils will now revise before their final exams.	<p><b>Knowledge and Understanding</b> Significance for slavery, Consequences for Native Americans, The War on Loyalists, Nova Scotia and Quebec,</p> <p><b>Skills</b></p>	<p><b>8 Mark Question Formative Assessment</b></p> <p><b>Explain the importance of the Declaration of Independence for slavery in the United States of America</b></p>

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<b>Year 11 Weimar and Nazi Germany</b>	Weimar Germany	Pupils will have already learned about the First World War and its effects in the Year 8 unit '20 <sup>th</sup> Century World'. They will therefore know how the war ended, its consequences and the terms and effects of the Treaty of Versailles.	The long term causes of the rise of the Nazis began in the era of Weimar Germany with growing resentment over the 'November Criminals', the terms of the Treaty of Versailles and the Government's response to the crises of 1923.	In the next topic, pupils will look at how Hitler's Nazis began during this period with Hitler joining the party and growing the movement until the Munich Putsch in 1923.	<b>Knowledge and Understanding</b> German Revolution, Weimar Constitution, Treaty of Versailles, Spartacist Uprising, Kapp Putsch, Invasion of the Ruhr, Hyperinflation, Stresemann, Weimar Society and Culture <b>Skills</b> Writing an explanatory essay Interpretation – spotting differences Inference – Making an inference Utility – Using two sources	<b>4 Mark Interpretation Differences Question – Formative Assessment</b>  <b>4 Mark Inference Question – Formative Assessment</b>  <b>8 Mark Utility Question – Formative Assessment</b>
	The Rise of Hitler and the Nazis	Pupils will have already learned about the time period for this topic in the first topic of this unit. They may have learned many things about Hitler and the Nazis – some of these may need to be debunked before starting.	The early days of the Nazi Party established the control of Hitler over the party from the early days, shaping their policies and presentation – explaining his impact later. The Munich Putsch explains why the Nazis later sought power through democratic means.	In the next topic, pupils will look at how the Nazis corrected their earlier errors to slowly build popular support throughout Germany.	<b>Knowledge and Understanding</b> Adolf Hitler, the NSDAP, the SA, Munich Putsch, the Lean Years <b>Skills</b> Inference – Backing up an inference Utility – Using two sources Explanatory Essay Interpretation – Explaining differences	<b>4 Mark Inference Question – Formative Assessment</b>  <b>4 Mark Interpretation Differences Question – Formative Assessment</b>  <b>4 Mark Interpretation Explanation Question – Formative Assessment</b>
	Gaining and Securing Power	In the previous topics, pupils received background information on Germany prior to 1929 and the rise of the Nazi Party. This will help inform how the Nazis were able to gain and secure power so easily.	This topic is a study in how to make a dictatorship from a democracy – the spreading of fear, control of the press and culture, suppression of opposition and demonisation of sections of the population. It is a cursory lesson on why it is important to safeguard democracy.	In the final topic pupils will study how the Nazi Party affected the lives of people in Germany including worker, women, the young and minorities.	<b>Knowledge and Understanding</b> The Depression, 1929-1932, Becoming Chancellor, the Reichstag Fire, the Enabling Act, Removing Opposition, Night of the Long Knives, Death of Hindenburg, The Police State, the Church, The Role of Goebbels, Censorship and Propaganda <b>Skills</b> Utility – Bringing it all together Interpretation – Essay Question Inference – Backing up an inference Writing an explanatory essay	<b>8 Mark Utility Question – Formative Assessment</b>  <b>16 Mark Interpretation How Question – Formative Assessment</b>  <b>4 Mark Interpretation Explanation Question – Formative Assessment</b>  <b>12 Mark Essay – Formative Assessment</b>
	Living in Nazi Germany	In the previous topics, pupils learned how Germany went from being a democratic state to being a dictatorship where people's thoughts and actions were now controlled by the state.	This topic is a continuation of the lesson on why it is important to safeguard democracy. Without an effective opposition to speak out for them, the people of Germany were forced, through fear and intimidation to conform to the ideals of the Nazis – repressing worker's rights, the equality of women and the basic rights of citizenship for minorities.	In the next unit, pupils will go on to study life in Elizabethan England, looking at the problems that Elizabeth faced when she came to the throne and how she solved them during her reign.	<b>Knowledge and Understanding</b> Young People and the Hitler Youth, Women, Opposition, Standard of Living, Solving Unemployment, Treatment of Minorities, Jews in Nazi Germany <b>Skills</b> Utility – bringing it all together Inference – bringing it all together Writing an explanatory essay	<b>8 Mark Utility Question – Formative Assessment</b>  <b>4 Mark Interpretation Differences Question – Formative Assessment</b>  <b>4 Mark Interpretation Explanation Question – Formative Assessment</b>