



History: Curriculum Map

Curriculum Intent Overview

- What pupils will know and be able to do by the end of KS4/KS5

Pupils will develop a secure chronological understanding of British, European and world history from the Roman period to the modern period. They will understand key themes including power, monarchy, democracy, empire, migration, religion, conflict, ideology and social change. By the end of KS4 and KS5, pupils will be able to analyse historical events and developments, evaluate sources and interpretations, construct substantiated arguments and make reasoned historical judgements using precise evidence. They will be confident in explaining change, continuity, cause, consequence, significance and historical interpretations across a range of historical contexts.

- The key knowledge and disciplinary skills

The curriculum develops knowledge of local, national and international history, including Roman Britain, Medieval England, Empire, Democracy, the World Wars, the Holocaust, the Cold War, Tudor and Elizabethan England, and the modern Middle East. Throughout the curriculum pupils develop disciplinary skills including:

- Chronology and historical sequencing
- Source analysis and evaluation
- Interpretation analysis
- Causation and consequence
- Change and continuity
- Similarity and difference
- Significance and historical judgement
- Historical enquiry and independent research
- Structured analytical and evaluative writing

These skills are revisited and developed through increasingly complex historical content from Year 7 to Year 13.

- How the curriculum builds cultural capital

The curriculum exposes pupils to diverse societies, cultures, beliefs and experiences across different periods and regions of the world. Through studying topics such as the Roman Empire, the Islamic world, the Mughal Empire, slavery, migration, civil rights, the Holocaust, decolonisation, the Cold War and the modern Middle East, pupils gain a deeper understanding of the forces that have shaped contemporary Britain and the wider world. The curriculum encourages pupils to engage critically with issues of identity, democracy, equality, religion, power, conflict and human rights, helping them become informed and active citizens.

- How it prepares pupils for next stages (GCSE/A-Level and beyond)

The curriculum is carefully sequenced to build historical knowledge and disciplinary understanding over time. KS3 introduces core concepts and historical thinking skills which are developed through GCSE study and refined at A Level through increasingly sophisticated analysis, evaluation and independent research. Pupils develop transferable skills including critical thinking, communication, evidence-based reasoning, problem solving, evaluation and academic writing. These skills prepare pupils for success in further education, apprenticeships and careers including law, journalism, civil service, politics, teaching, heritage, research, diplomacy and public service.

- What a Grade 7 / B student looks like in your subject:

A Grade 7/B historian demonstrates secure and detailed historical knowledge, uses accurate chronology and historical terminology confidently, and applies evidence effectively to support arguments. They can analyse and evaluate sources and interpretations critically, explain causes, consequences, change, continuity and significance, and construct well-organised, substantiated judgements. At KS5, they synthesise knowledge across different periods and themes, communicate sophisticated arguments in extended writing, and demonstrate independence in historical enquiry and research.							
	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7	Unit: Local history and skills introduction Knowledge: Chronology, sources and evidence, change and continuity, development of London and local area. Skills: Using sources, constructing timelines, understanding continuity and change. Prior/Future links: Introduces core disciplinary skills used throughout KS3 and GCSE.	Unit: How rotten were the Romans? Knowledge: Roman Britain, Roman society, diversity in the empire, impact on Britain. Skills: Primary and secondary sources, interpretations, chronology, significance. Prior/Future links: Introduces interpretations and democracy/power concepts revisited later.	Unit: How did William win the Battle of Hastings? Knowledge: 1066 claimants, Norman Conquest, Domesday Book, feudal system. Skills: Causation, relative importance, consequences. Prior/Future links: Builds understanding of monarchy, power and national identity.	Unit: Medieval life Knowledge: Life in Medieval Britain, class differences, Black Death. Skills: Similarity and difference, social comparison. Prior/Future links: Links to later studies of society, class and inequality.	Unit: What was the significance of the wars between 1199–1453? Knowledge: King John, Crusades, Hundred Years War, religion and warfare. Skills: Judging significance, chronology. Prior/Future links: Develops significance and understanding of religion, war and identity.	Unit: Revision and consolidation Knowledge: Revision of key knowledge and concepts from Year 7. Skills: Recall, retrieval and exam preparation. Prior/Future links: Prepares for Year 8 thematic studies.	By end of year pupils can... • Demonstrate secure chronological understanding • Use historical evidence and interpretations effectively • Explain causes, consequences and significance • Write structured analytical responses using precise historical vocabulary • Make supported historical judgements consistent with a Grade 7/B standard
	Assessment: End of unit assessment including short answer questions + a piece of extended writing where the PEEL structure is introduced. This provides pupils with a chance to show specific recall, as well as work on extended writing.	Assessment: End of unit assessment including short answer questions + a piece of extended writing. This provides pupils with a chance to show specific recall, as well as work on extended writing. Use of recall quizzes to help embed knowledge from prior lessons	Assessment: End of unit assessment including short answer questions + a piece of extended writing. This provides pupils with a chance to show specific recall, as well as work on extended writing. Use of recall quizzes to help embed knowledge from prior lessons	Assessment: End of unit assessment including short answer questions + a piece of extended writing. This provides pupils with a chance to show specific recall, as well as work on extended writing. Use of recall quizzes to help embed knowledge from prior lessons	Assessment: End of unit assessment including short answer questions + a piece of extended writing. This provides pupils with a chance to show specific recall, as well as work on extended writing. Use of recall quizzes to help embed knowledge from prior lessons	Assessment: Summer Exams	
Year 8	Unit: Mughals vs Tudors Knowledge: Comparison of Mughal and Tudor dynasties, religion, military and culture. Skills: Similarity and difference, comparative analysis, source work. Prior/Future links: Revisits monarchy, empire and comparison skills.	Unit: What caused the collapse of the British Empire? Knowledge: Empire, decolonisation, migration, nationalism and independence. Skills: Causation, ranking and linking causes. Prior/Future links: Provides context for WW1 and migration studies.	Unit: Progress towards democracy Knowledge: Development of democracy, suffrage, women's rights. Skills: Change and continuity, turning points, living graphs. Prior/Future links: Links to Weimar Germany and political change.	Unit: Fight for racial equality Knowledge: Transatlantic slave trade, abolition, civil rights in USA and Britain. Skills: Judging significance, linking events. Prior/Future links: Develops themes of protest, democracy and equality.	Unit: Industrial Revolution Knowledge: Industrialisation, urbanisation, social and economic change. Skills: Interpretations and perspectives. Prior/Future links: Links to empire, migration and class.	Unit: Revision and consolidation Knowledge: Revision of key knowledge and concepts from Year 8. Skills: Recall, retrieval and exam preparation. Prior/Future links: Prepares for Year 9 modern world studies.	By end of year pupils can... • Demonstrate secure chronological understanding • Use historical evidence and interpretations effectively • Explain causes, consequences and significance • Write structured analytical responses using precise historical vocabulary

							• Make supported historical judgements consistent with a Grade 7/B standard
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Year 9	Unit: Causes of WW1 Knowledge: Militarism, alliances, imperialism, nationalism and assassination. Skills: Causation, categorisation and relative importance. Prior/Future links: Prepares for GCSE Germany studies.	Unit: Appeasement and the Inter-War Years Knowledge: Treaty of Versailles, League of Nations, appeasement. Skills: Interpretations, evaluation and judgement. Prior/Future links: Links to conflict, nationalism and diplomacy.	Unit: Myth-Busting the Holocaust Knowledge: Holocaust, genocide, persecution, resistance and Rwanda. Skills: Interpretations and historical enquiry. Prior/Future links: Prepares pupils for Nazi Germany at GCSE.	Unit: The Cold War in Europe Knowledge: Capitalism vs communism, Cold War crises, fall of USSR. Skills: GCSE exam skills, source analysis and essay writing. Prior/Future links: Foundation for GCSE Cold War content.	Unit: What caused the Arab Spring? Knowledge: Authoritarianism, protest, social media and revolution. Skills: Causation, research and communication skills. Prior/Future links: Provides context for A-Level Middle East studies.	Unit: Revision and consolidation Knowledge: Revision of key knowledge and concepts from Year 9. Skills: Recall, retrieval and exam preparation. Prior/Future links: Preparation for GCSE transition.	By end of year pupils can... • Demonstrate secure chronological understanding • Use historical evidence and interpretations effectively • Explain causes, consequences and significance • Write structured analytical responses using precise historical vocabulary • Make supported historical judgements consistent with a Grade 7/B standard
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Year 10	Unit: Cold War in Asia – Korea Knowledge:	Unit: Cold War in Asia – Vietnam escalation	Unit: Cold War in Asia – End of Vietnam War	Unit: Germany: Democracy to Dictatorship	Unit: Rise of Hitler and Nazi dictatorship	Unit: Nazi Germany Knowledge:	By end of year pupils can... • Explain and analyse

	Causes, events and consequences of the Korean War; Cold War ideologies and superpower tensions. Skills: 4, 8 and 16 mark exam skills; source analysis and essay writing. Prior/Future links: Builds on Year 9 Cold War studies and understanding of ideologies.	Knowledge: US involvement in Vietnam, Vietcong tactics, Tet Offensive, protest movement. Skills: Developing timed exam responses and causal explanation. Prior/Future links: Links to prior study of Cold War, protest and morality.	Knowledge: Vietnamisation, media influence, Paris Peace talks, fall of Saigon. Skills: 12 mark source comparison questions and interpretation skills. Prior/Future links: Links to democracy, protest and media influence.	Knowledge: Kaiser's Germany, Weimar Republic, hyperinflation, Stresemann. Skills: Interpretation questions and evaluative writing. Prior/Future links: Builds on Year 9 Holocaust and inter-war studies.	Knowledge: Great Depression, rise of Nazis, Reichstag Fire, Enabling Act. Skills: 12 mark importance questions and analytical judgement. Prior/Future links: Builds on studies of nationalism and identity.	Economic, social and racial policies, propaganda, control and resistance. Skills: Extended exam practice and evaluative writing. Prior/Future links: Links to Year 9 Holocaust study and persecution themes.	causes, consequences and significance • Interpret and evaluate historical sources critically • Construct analytical GCSE-style responses • Use accurate chronology and historical terminology • Demonstrate understanding consistent with a Grade 7/B standard
	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. Mid unit assessment – Korean war including 4, 8 and 16 mark questions under timed conditions.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. End of unit assessment – Full Vietnam assessment including 4, 8, 12 and 16 mark questions under timed conditions.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. Mid unit assessment – full assessment of Germany so far including 4, 4, 8, 4, 8 and 12 mark questions under timed conditions.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. End of unit assessment – full assessment of Germany including 4, 4, 8, 4, 8 and 12 mark questions under timed conditions.	Assessment:
Year 11	Unit: Elizabethan England – Early reign Knowledge: Elizabeth I, court, government, poverty, exploration and the Golden Age. Skills: 8 mark significance and interpretation questions. Prior/Future links: Builds on Tudor knowledge from KS3 and themes of monarchy and power.	Unit: Elizabethan England – Challenges and conflict Knowledge: Religious conflict, Mary Queen of Scots, Spanish Armada, Puritans. Skills: Historic environment and 16 mark exam skills. Prior/Future links: Links to prior Cold War and Asia essay structures.	Unit: Migration and Empires – Conquerors and Conquered Knowledge: Vikings, Normans, empire, colonisation and migration. Skills: 8 mark comparison and usefulness questions. Prior/Future links: Builds on KS3 migration and empire studies.	Unit: Migration and Empires – Expansion and legacy Knowledge: India, Africa, slavery, Windrush, Commonwealth and EU migration. Skills: 16 mark essay writing and evaluative judgement. Prior/Future links: Develops understanding of empire, migration and protest.	Unit: Revision and exam preparation Knowledge: Revision of all GCSE units and exam technique. Skills: Retrieval, timed essays and source analysis. Prior/Future links: Preparation for GCSE examinations.	Unit: Examinations Knowledge: GCSE examinations and post-exam reflection. Skills: Application of historical knowledge and exam skills. Prior/Future links: Transition to post-16 study.	By end of year pupils can... • Analyse and evaluate historical interpretations and evidence • Produce sustained, well-structured GCSE essays • Apply secure knowledge across thematic and depth studies • Reach substantiated judgements using historical criteria • Demonstrate exam readiness at a Grade 7/B standard
	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. Mid unit assessment – full assessment of Elizabeth so far including both 8 mark skills taught so far.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. End of unit assessment – full assessment of Elizabeth including all three 8 markers and 16 mark historic environment study.	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. End of Conquerors and Conquered unit assessment – includes 8 mark comparison, 8 mark how useful and 8 mark	Assessment: Teachers marking and feedback. Peer/self-assessment throughout the topic. End of unit assessment – full assessment of four sections of Migrations and Empire unit – including 8 and 16 markers.	Assessment: EXAMS	Assessment: EXAMS	Assessment:

			significance of on development of.				
Year 12	Unit: Origins of the Cold War to 1945; Mid-Tudor Crises (Theme 1) Knowledge: Origins of the Cold War, WWII settlements, Communism vs Capitalism; stability of Edward VI and Mary I, succession, government and faction. Skills: 10-mark factor questions; introduction to source analysis; extended writing. Prior/Future Links: GCSE WWII and source analysis; foundations for future Cold War and Tudor studies.	Unit: Development of the Cold War 1946–55; Mid-Tudor Crises (Theme 2) Knowledge: Iron Curtain, Berlin Blockade, Stalin; religious change under Edward VI and Mary I. Skills: Development of 20-mark essays; source evaluation; analytical writing. Prior/Future Links: Builds on earlier Cold War studies and GCSE source work.	Unit: Cold War 1956–84; Mid-Tudor Crises (Theme 3) Knowledge: Hungary, Czechoslovakia, Poland, Berlin Wall; causes and consequences of Tudor rebellions. Skills: Development of 10-, 20- and 30-mark responses; source analysis. Prior/Future Links: Links to Middle East studies and continuing Tudor Crisis debate.	Unit: Cold War 1956–84 (Détente & New Cold War); Elizabethan England – Religion, Government and Parliament Knowledge: Détente, SALT, Ostpolitik, New Cold War; Elizabethan Religious Settlement, Puritanism, Catholic threats, Parliament and succession. Skills: AO1 argument and judgement; PEEEL essay structure; sustained analytical writing. Prior/Future Links: Revisits GCSE Elizabethan England and introduces Year 13 themes.	Unit: End of the Cold War 1984–95; Elizabethan England – Economy, Society and Later Years Knowledge: Gorbachev, Glasnost, Perestroika and collapse of communism; Elizabethan finance, poverty, rebellion and royal authority. Skills: Advanced essay writing; evaluation and substantiated judgement. Prior/Future Links: Links directly to Year 13 Middle East studies.	Unit: NEA Preparation and Revision Knowledge: Consolidation of Year 12 content; historiography, interpretations and independent research. Skills: AO1 and AO2 mastery; interpretation analysis; NEA research skills. Prior/Future Links: Preparation for Year 13 coursework and examinations.	By end of year pupils can... (Link to Grade 7/B) • Demonstrate secure knowledge and understanding of the causes, events and consequences of the Cold War in Europe between 1941 and 1995. • Analyse and evaluate the political, religious, social and economic challenges faced by England during the Mid-Tudor and Elizabethan periods. • Explain historical change, continuity, causation and significance using precise and relevant evidence. • Evaluate the value and limitations of historical sources and interpretations within their historical context. • Construct coherent and substantiated historical arguments in response to 10-, 20- and 30-mark questions. • Make links between different historical periods and themes, including ideology, religion, power, rebellion and international relations. • Apply AO1 and AO2 skills effectively and demonstrate the independent research, analysis and evaluation skills required for successful completion

							of the NEA and progression into Year 13.
	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	
Year 13	Unit: The Role of the Great Powers in the Middle East + British Policy and the Middle East 1908–1948; NEA question finalised. Knowledge: Great Power involvement in the Middle East, mandates, oil politics, the League of Nations and UN, British imperial policy, partition, Palestine, Arab–Jewish relations and British withdrawal in 1948. Skills: Introduction to OCR 30-mark convincingness questions; advanced passage analysis; extended writing. Prior/Future Links: Builds on understanding of WWI and the Treaty of Versailles; introduces themes of intervention, nationalism and conflict developed throughout the course.	Unit: Zionism, Israel and the Palestinian Issue + Arab-Israeli Conflict 1948–1956; NEA ongoing. Knowledge: Zionism, creation of Israel, Palestinian displacement, Arab-Israeli Wars, PLO, Intifadas, settlements, peace processes and the Suez Crisis. Skills: Continued development of 30-mark convincingness responses; extended analytical writing and source evaluation. Prior/Future Links: Develops understanding of Arab nationalism and prepares students for the study of Nasserism and Pan-Arabism.	Unit: Statehood and Pan-Arabism in the Middle East + Nasserism 1952–1970; NEA draft submitted. Knowledge: Arab nationalism, Nasser, Arab Socialism, Suez Crisis, Arab Cold War, United Arab Republic, authoritarianism, regional rivalries and the role of foreign powers. Skills: Refined 30-mark passage analysis; development of sustained historical argument and judgement. Prior/Future Links: Draws on earlier understanding of nationalism, religion and conflict; prepares students for thematic analysis of religion and minorities.	Unit: Religion, Ethnicity and Political Minorities; NEA final drafts completed. Knowledge: Sunni-Shia divisions, Muslim Brotherhood, Iranian Revolution, Hezbollah, Hamas, Al Qaeda, Christian and Jewish communities, Kurds, Armenians, Palestinians and the Middle Eastern diaspora. Skills: Continued 30-mark analysis; introduction to the 25-mark thematic essay; synthesis across the whole Middle East course. Prior/Future Links: Draws together learning from all Year 13 units to understand long-term causes of conflict and division.	Unit: Revision and Course Synthesis; NEA submitted. Knowledge: Consolidation of all Year 13 content including Great Powers, Arab-Israeli conflict, Pan-Arabism, religion and political change. Skills: Advanced essay writing, thematic synthesis, convincingness questions, judgement and examination technique. Prior/Future Links: Brings together all course content in preparation for final examinations and progression to higher education.	Unit: A Level Examination Season. Knowledge: Application of the full A Level specification. Skills: Examination performance, source analysis, thematic essays, interpretation evaluation and substantiated judgement. Prior/Future Links: Culmination of KS5 study and preparation for university, apprenticeships and employment.	By end of year pupils can... (Link to Grade 7/B) • Demonstrate secure and wide-ranging knowledge of the political, social, religious and international developments that shaped the Middle East between 1908 and 2011. • Analyse and evaluate the role of Great Powers, nationalism, religion, ethnicity and political ideologies in shaping historical change and continuity. • Construct sustained, well-supported historical arguments that reach substantiated and balanced judgements. • Critically evaluate historical interpretations and assess the value and limitations of sources in their historical context. • Synthesise knowledge from across the course to explain patterns, themes and interconnections over time. • Independently research, analyse and communicate historical arguments through the completion of a historical enquiry (NEA). • Apply AO1, AO2 and AO3 skills confidently in preparation for A Level

