**Curriculum Mapping 2022-23 Subject: Curriculum Leader (s)**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** | Chronology  Source interpretation  Change and continuity  Compare and contrast  Selecting historical evidence.  Evaluating usefulness and reliability  Making a judgement.  Looking at historiography and interpretations.  Narrative events and organisation.  Cause, consequence and importance. | Chronology  Source interpretation  Change and continuity  Compare and contrast  Selecting historical evidence.  Evaluating usefulness and reliability  Making a judgement.  Looking at historiography and interpretations.  Narrative events and organisation.  Cause, consequence and importance. | Chronology  Source interpretation  Change and continuity  Compare and contrast  Selecting historical evidence.  Evaluating usefulness and reliability  Making a judgement.  Looking at historiography and interpretations.  Narrative events and organisation.  Cause, consequence and importance. | Please see Ao objectives issued by Edexcel/ Pearson’s  Skills set at Ks3 are transferable to KS4 and are based on the examination skill requirements  A01, A02, A03, A04 | Please see Ao objectives issued by Edexcel/ Pearsons  Skills set at Ks3 are transferable to KS4 and are based on the examination skill requirements  A01, A02, A03, A04 | Please see Ao objectives issued by AQA  Skills in ks3 and ks4 are transferable to Ks5  Particularly historiography and usefulness of sources. | Please see Ao objectives issued by AQA  Skills in ks3 and ks4 are transferable to Ks5  Particularly historiography and usefulness of sources |
| **Knowledge & Understanding**  **Key Topics per half Term** | (Romans, Vikings, Anglo Saxons, Norman invasion, Middle Ages socio- religious, The Tudors, The Stuarts, Industrial Britain) | (Slavery and empire,(Omitted for 2022 3 Year KS3) World War One, Interwar years, WW2) | The Holocaust, History of the Olympics, Civil Rights, Prejudice, and protest in the 20th century, how close was Britain to a revolution? Or enquiry into Victorian England, Whitechapel historical enquiry) | Crime and Punishment  Normans  (Start Germany) | Nazi Germany  Cold War | Britain  Russia | Britain  Russia. |
| **Common Assessment of Progress and Performance**  **(CAPP)**  **Factual tests concurrent to master apply knowledge and understanding chronology. Assessing change and continuity. Assessing individuals.**  **Describing two features – picking out key concepts from periods in history. Looking at change and continuity through consequence.**  **How far do you agree – applying judgement – making an argument. Selecting historical information to substantiate judgements. Looking at historiography and interpretations.**  **How far do you agree using sources- understanding how sources of information can come into dispute with one another, looking at how sources infrom. Using sources and precisely selecting information to make a valid judgement.**  **Write a narrative account – ordering information and sequencing information. incorporating cause, consequence into writing. Working in**  **the realms of chronology.**  **Explain why – developing historical analysis using historical fact.**  **Explaining why this was important**  **Looking at assessing why with a valid criterion. Looking for multiple reasons why events happened. Developing ideas of short term and longer term factors.**  **Explain one way similar or different.**  **Explain the importance – this will be incorporated in the how far do you agree conceptual questions.** | Factual Test – Key words/ Low stake Testing  Describe two features based on daily life of the Romans / Explain two consequences of the roman invasion of Britain.  How far do you agree that England changed under the Normans?  Explain why the Peasant Revolt happened?  How far do you agree that Bloody Mary deserved her nickname? (sources)  Explain why the Civil War Broke out  Write a narrative account of the industrial revolution.  End of year examination.  Inference  Explain why | Factual Test – Key words/ Low stake Testing  Describe two features of the underground railroad?  Explain two consequences of the British Empire?  Write a narrative account of the start of WW1.  How far do you agree that the Treaty of Versailles was too harsh?  Explain why conditions in the trenches were poor?  Explain why WW2 broke out.  What source is more useful as evidence as to why America Entered the war?  How far do you agree that the bombing of Dresden was justified? (Sources)  End of year examination  Inference  Explain Why | Factual Test – Key words/ Low stake Testing  Write a narrative account of the treatment of the Jews 1933-1938  How far do you agree that justice was served at Nuremberg (Sources)  Explain two consequences of the Jim Crow Laws. / Describe two features of the Jim Crow Laws  Explain why the Berlin Olympics 1936 were important  Write a narrative account of the 100 days of the Rwandan genocide.  How far did life change during the Victorian period?  Which source is more useful as evidence of what happened at the Peterloo massacre?  End of year examinations  Inference.  Explain why | **Whitechapel:**  Describe 2 features.  How useful is source a?  How can we follow up our enquiry?  **Crime and punishment.**  Explain one way similar or different.  Explain why…  How far do you agree?  **Normans:**  Describe two features  Explain Why  How far do you agree? | **Nazi Germany:**  Write 2 inferences:  Explain why  How useful is source a and b  Explain one way Int 1 are different  Explain why different.  How far do you agree – using Int 1and 2.  **Cold war:**  Describe two consequences  Write a narrative account  Explain the importance. | ~Using extracts one and 2  Asses the validity of the view. | Assess the validity of the view from the sources.  Assess the validity of the view. |
| **Wider Curriculum including extracurricular opportunities**  **Trips/ workshops.** | **ClickView list SOW**  **Displayed on Teams**  Lullingtstone trip.  Arts week: Battle abbey  2023: Normandy trip  Artefacts Anglo Saxons  Big Stories for Little Historians Workshop  History travelling library .  **Extra Homework opportunities**  \*Vikings project  \*Roman archaeology project.  Castle challenge project  Crusades History Project  Treasure from the Mary Rose  How did the Stuarts have fun?  The Great Exhibition historical enquiry.  Virtual tours of museum exhibitions. | **ClickView list displayed on Teams.**  **Normandy Trip 2023**  **Arts week 2022 – imperial war museum.**  **History workshop frontline history.**  Extra Homework projects:  Guidance manual WW1 solder  War Horse film investigation  Hooverville Knowledge organiser.  Cryptology Project  The Battle of Britain in Biggin Hill project  Chernobyl  History Teacher 1 love history Study | ClickView list SOW displayed on Teams.  (Arts week – imperial war museum)  Normandy trip/ Auschwitz trip.  Extra Homework Projects:  Artefacts of the Holocaust learning experience by USHMM  Audio testimonies of Nuremberg.  Olympics in Ancient Greece  Protest and LGBT+ project.  Project either on Victorians or was Britain close to a revolution.  Whitechapel historical enquiry. | ClickView  Boost your knowledge sheets  Ks4 reading library  Auschwitz trip. | Boost your knowledge  Proposed Auschwitz trip  Boost your knowledge  ClickView | Conference  ClickView  History essay competition.  Assemblies’ history – black history month. | Conference  ClickView  History essay competition.  Assemblies’ black history month. |
| **Wider curriculum learning opportunities SMSC**  **Text  Description automatically generated** | To judge the beliefs of the Pagan Vikings and make an assessment on morality. To understand how faith affects culture.  To understand how Roman history can be found in our local area.  How did religion cause conflict?  To understand whether the Harrying of the North was genocide.  To understand the cultural history of parliament.  To look at the expanding history of black Tudors.  To look at the cultural changes instigated by the Industrial Revolution. | To investigate whether the treatment of conchies was justified?  To look at the cultural significance of Poppies and whether it has become too commercialised.  The fight for equality and women.  Addressing the misconceptions of soldiers of the empire in WW2 and WW1  Can Hiroshima or the Dresden bombings be justified? | To realise the sensitivities of teaching the Holocaust.  To understand the persecution of minorities and its effects.  To assess whether the prejudice of black people in America was in line with the persecution of the Jews pre-1939.  To look at whether black people have achieved equality and the BLM campaign.  To look at examples of modern genocide.  To investigate the moral collundrums of the Apartheid policy in South Africa.  How much progress and tolerance has been made for the LGBT+ community. | To understand the morality of crime  To consider the implementation of the death penalty.  To look at modern examples of crime and how they have affected society.  The social, political and moral impact of the Harrying of the North. | Nazi Germany and the ideas of totalitarianism.  The repression of social rights.  Could the church have stopped the Nazis.  Were the German people victims of collaborators.  The regression of women’s rights under the Nazis.  Euthanasia.  To understand that words can cause tension as much as actions.  To look at the escalation of tensions.  To understand the threat of nuclear warfare. To understand how different political beliefs can cause tension and war. | Economic and social reform of the industrial revolution.  The concept of lassiez faire government  The concept of humanitarian aid.  Government social reforms. | Religious conflict and the arab – Israeli conflict.  The purges. |
| **Wider Curriculum opportunities Careers**   * **Resilience** * **Commercial awareness** * **Good communication** * **Effective leadership and management** * **Planning and research skills** * **Adaptability** * **Teamwork and interpersonal skills.** * **Work experience** * **ICT skills / technology** * **Communication** * **Teamwork** * **Problem solving** * **Initiative and enterprise** * **Self-management** | Job practice archaeology – Extra homework project. Museum. Tour.  Making valid judgements based on evidence.  Leadership and management – group presentations – who should be king? 1066  ICT skills – teams/ homework opportunities  Self-management of homework  Problem solving tasks  Research skills promoted through historical enquiries.  Good communication through classwork, assessment, homework.  Collating information through marketplace activities. | Technology and media opportunities through Trailor for War Horse.  Written communication through instructions – trench instruction manual.  Research local history – Biggin Hill in Ww2 and the Battle of Britain.  Problem solving and scenarios Treaty of Versailles.  Teamwork through collaborative tasks.  Initiative and self-management through historical enquiries.  Good communication through classwork, assessment, homework.  Collating information through marketplace activities.  Decoding – Bletchley Park. Problem solving.  Propaganda and the powers of marketing. | Collating information through audio evidence – Nuremberg Trials.  Making a memorial to the Holocaust and investigating examples. – commercial awareness.  Communication through classwork, presentation etc.  Leadership and management – group activities.  ICT skills through the year – research task computer room.  Problem solving apartheid.  Problem solving Black Lives Matters.  Self-management of organisation.  How social media can influence. | Resilience in mastering requirements for GCSE  Communication using written and verbal communications.  Research skills for homework.  Planning the requirements of the course at GCSE level.  ICT skills  Problem solving when selecting and depicting information.  Self-management – using Microsoft Teams. | Resilience in mastering requirements for GCSE  Communication using written and verbal communications.  Research skills for homework.  Planning the requirements of the course at GCSE level.  ICT skills  Problem solving when selecting and depicting information.  Self-management – using Microsoft Teams. | Resilience in mastering requirements for A level.  Communication using written and verbal communications.  Research skills for homework.  Planning the requirements of the course at GCSE level.  ICT skills  Problem solving when selecting and depicting information.  Self-management – using Microsoft Teams.  What is it like to be a prime minister or in the political system? | Resilience in mastering requirements for A level.  Communication using written and verbal communications.  Research skills for homework.  Planning the requirements of the course at GCSE level.  ICT skills  Problem solving when selecting and depicting information.  Self-management – using Microsoft Teams.  Self-management of the Coursework requirements. |
| **Wider Learning opportunities Literacy and Numeracy.** | KS3 travelling Library  Key words / bookmarks/ glossary  Chronological expectations and numerical order.  Handling of sources  Biography  Literacy placemats and extended writing.  Spag corrections and whole class feedback,  How to format a history essay and practicing of the Key assessments  Upscaling vocabulary using specialist terms.  Empathy tasks  Creative tasks.  Castles mathematical game.  Starter activities word association and other games – like alphabet connect 4 memory retrieval.  Reading  Formatting of English types   * Diary, * Letter, * Newspaper   KS3 booklet .  Statistics and data | World war one poetry  Decoding Bletchley Park.  KS3 travelling Library  Key words / bookmarks/ glossary  Chronological expectations and numerical order.  Handling of sources  Biography  Literacy placemats and extended writing.  Spag corrections and whole class feedback,  How to format a history essay and practicing of the Key assessments  Upscaling vocabulary using specialist terms.  Empathy tasks  Creative tasks.  Starter activities word association and other games – like alphabet connect 4 memory retrieval.  Reading  Formatting of English types   * Diary, * Letter, * Newspaper.   KS3 booklet  Statistics and data | KS3 travelling Library  Key words / bookmarks/ glossary  Chronological expectations and numerical order.  Handling of sources  Biography  Literacy placemats and extended writing.  Spag corrections and whole class feedback,  How to format a history essay and practicing of the Key assessments  Upscaling vocabulary using specialist terms.  Empathy tasks  Creative tasks.  Starter activities word association and other games – like alphabet connect 4 memory retrieval.  Reading  Formatting of English types   * Diary, * Letter, * Newspaper.   Key stage 3 booklet  Statistics and data | Boost your knowledge books to read Ks4 library reading for pleasure.  Key words / bookmarks/ glossary  Chronological expectations and numerical order.  Handling of sources  Biography  Literacy placemats and extended writing.  Spag corrections and whole class feedback,  How to format a history essay and practicing of the Key assessments  Upscaling vocabulary using specialist terms.  Empathy tasks  Creative tasks.  Starter activities word association and other games – like alphabet connect 4 memory retrieval.  Reading  Key stage 4 booklet  Statistics and data  Scaffolding and student examiner | Boost your knowledge books to read Ks4 library reading for pleasure  Key words / bookmarks/ glossary  Chronological expectations and numerical order.  Handling of sources  Biography  Literacy placemats and extended writing.  Spag corrections and whole class feedback,  How to format a history essay and practicing of the Key assessments  Upscaling vocabulary using specialist terms.  Empathy tasks  Creative tasks.  Starter activities word association and other games – like alphabet connect 4 memory retrieval.  Reading  Key stage 4 booklet.  Hyperinflation and the devaluing of currency.  Statistics and data  Scaffolding and student examiner. | KS5 reading lists  Summer homework  Key terms and vocab  Deployment of knowledge and evidence.  Essay skills  Scaffolding  Essay master class.  Statistics and data | KS5 reading lists  Summer homework  Key terms and vocab  Deployment of knowledge and evidence.  Essay skills  Scaffolding  Essay master class.  Statistics and data |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** | Historical enquiry each term – depth study  GT homework project  Pick and Mix homework. | Historical enquiry each term – depth study  GT homework project  Pick and Mix homework | Historical enquiry each term – depth study  GT homework project  Pick and Mix homework | Aspiring to master exam questions  Boost your knowledge | Aspiring to master exam questions  Boost your knowledge | Independent study reflective of the requirements of A level. | Independent study reflective of the requirements of A level. |
| **History have a visual representation of students learning journey in a large display on the history corridor.** |  |  |  |  |  |  |  |

**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extracurricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school