

History Curriculum Map

Intent –

At Conisborough College our curriculum covers a strong chronological framework spanning medieval to modern times, presenting a diverse range of people, places, and periods to foster debate and critical thinking. Knowledge is organised in themes of Power, Identity, and Connectivity, enabling students to make connections across units and apply abstract and creative thinking. Key disciplinary skills are developed through enquiries focused on causation, change, and significance, encountered across different domains of knowledge each year. Our curriculum offers opportunities for students to engage with the methods of historians, acknowledging the range of interpretations inherent in historical debate. Emphasising the importance of local adaptation, we enrich students' understanding by providing opportunities to incorporate the local and regional environment and experiences. Ultimately, our aim is to instil students with a sense of curiosity to explore the past and question the world around them. They will develop an understanding of how our history forms our sense of identity and place in the world, and through studying a range of periods and people will become more empathetic and open minded. This will ensure students can positively encounter and understand the dynamics of the modern world. Students will learn to ask thoughtful questions and develop independent, analytical thinking and a passion for learning, ensuring they complete their history education as thoughtful academics. Throughout KS3 there are many opportunities to build a foundation of knowledge to help embed knowledge and prepare them for their continued study at GCSE.

Term	1	2	3	4	5	6
Year 7	<p>Empires in the East and West C.1000 Empires East and West c.1000. This unit introduces students to four locations/stories to build contextually to understanding of what the world was like in the year 1000. Student's will study Chinese dynasties, the Islamic Empire, the Byzantine Empire and Rome to explore the enquiry question 'How connected was the world in the year 1000?'. Students will learn that contrary to many traditional depictions, the medieval world was vast, complex and interconnected. The unit explores themes of religion, trade, power and knowledge and encourages students to consider what each mini case study reveals to historians about the past.</p> <p>Skills</p> <ul style="list-style-type: none"> Similarity and difference 	<p>The Norman Conquest and Control In the first part of the unit students will learn the history of the Norman invasion – the last invasion of the British Isles. They will learn about the context of 1066 which led to the rivalry over the English throne. They will learn about the claimants and key battles of 1066. Students will study the factors which led to Norman success at the Battle of Hastings. In the second half of the unit students will learn about the ways in which William I kept control of his new kingdom and evaluate the extent to which he changed life in England. Students will look at aspects of life including power, religion, social organisation, castles and language, comparing these with before the arrival of the Normans to evaluate change and continuity.</p> <p>Skills</p> <ul style="list-style-type: none"> Causation Change and continuity Sources. <p>2B Religion in the Middle Ages Religion was fundamental to life in the Middle Ages and in this unit pupils will learn the role of the Catholic Church in everyday life. The unit will explore the extent to which the Church controlled</p>	<p>Challenges to the Medieval Monarchs This is an overview breadth unit covering the later medieval period and unpicking the key historical concept of monarchy and the major challenges to this institution in this period.</p> <p>Students should develop a more nuanced understanding of the power of the monarch, that he did not necessarily wield absolute power and had to compete with a variety of influences. They should be able to confidently identify those challenges and specific examples and be able to analyse the consequences for the individual monarch and the monarchy as institution.</p> <p>Skills</p> <ul style="list-style-type: none"> Interpretations. <ul style="list-style-type: none"> Narrative accounts. 	<p>England and her Neighbours England and her neighbours This unit will begin by exploring why people in the medieval period joined the Crusades, building upon their understanding of medieval religion. Students will then explore England relationship with her neighbours Wales, Scotland, and France from 1247-1475. The unit will cover England's unsettled relationship with Wales, Scotland and France and key figures of resistance, alongside the development of warfare across the period.</p> <p>Skills</p> <ul style="list-style-type: none"> Change and continuity Interpretations 	<p>Mansa Musa and Mali This unit explores the significance of Mansa Musa, the ninth Mansa of the Mali Empire. It will do this by looking at his infamous Hajj to Mecca and the impact this had on the Mali Empire, especially in the creation of Timbuktu as an influential city of learning. By the end of the unit students should be to explain the importance of Mansa Musa to the Mali Empire. They will also be able to analyse sources to identify the content and provenance.</p> <p>Skills:</p> <ul style="list-style-type: none"> Significance. Sources 	<p>The European Renaissance This enquiry is based around the disciplinary concept of significance. The significance of the Renaissance will be explored by looking at the changes to beliefs, inventions, medicine and art during the period as well as the effect this had on exploration. The unit focuses on the changes brought about by the Renaissance as the return to classical Greek and Roman texts prompted scholars and physicians to ask questions about their reliability. By exploring these changes students will revisit the content of previous units such as the dominance of the Church and then see how this creates further historical events such as the Reformation.</p> <p>By the end of the unit students should be to explain the importance of the Renaissance in Europe.</p>

		<p>society, and popular beliefs about religion, focusing on the concept of significance to assess how significant religion really was. The topic will also introduce the use of sources and the skill of inference through religious and medical sources.</p> <p>The role of religion is a reoccurring theme throughout KS3 and 4 and is revisited again in Y7 (Challenges to kings and Islamic world) Y8 (The Reformation and the English Civil War) and KS4.</p> <p>Skills</p> <ul style="list-style-type: none"> • Significance • Source inference 					<p>Skills:</p> <ul style="list-style-type: none"> • Significance. • Similarity and difference. • Consequence.
Year 8	<p>The Reformation</p> <p>From Y7 there should be a sense of how important Christianity was to society, this topic is about seismic upheaval that happened across all sections of society.</p> <p>It focuses on the challenges to the Catholic Church at the beginning of the Early Modern period and where those challenges were coming from and how they ultimately came to effect English history.</p> <p>Students will develop an idea of how and why the church changed by the end of Henry's reign and what caused Henry to introduce these changes.</p> <p>Skills</p> <ul style="list-style-type: none"> • Sources • Interpretations • Similarity and difference. • Change and continuity 	<p>Elizabethan England</p> <p>This unit focuses on the rapid changes introduced to the church by the three Tudor monarchs, with a more detailed focus on Elizabeth who reigned for longer and adapted and changed her policy gradually over time. Themes of succession will be picked up as Elizabeth chooses to remain unwed.</p> <p>Skills</p> <ul style="list-style-type: none"> • Change and continuity. <ul style="list-style-type: none"> • Similarity and difference. 		<p>The English Civil War</p> <p>This unit chronologically follows on after Elizabeth with the reign of James I and his Catholic tendencies. The gunpowder plot should build on KS2 knowledge and make more sense after the Tudor knowledge.</p> <p>The content is divided into longer term and short term causes of the English Civil war and narrative of the events. There is scope for departments to focus on the war itself from a local context place and/or people. The unit culminates with regicide and restoration.</p> <p>Skills</p> <ul style="list-style-type: none"> • Chronology <ul style="list-style-type: none"> • Narrative accounts. • Change and continuity. 	<p>The Transatlantic Slave Trade</p> <p>The Transatlantic slave trade is directed learning on the National Curriculum.</p> <p>In Y7 Mali was encountered as a strong Empire, there is a resource that supports further exploration of different African Kingdoms and to consider African heritage and culture pre-systematic European involvement. This unit begins to forge links between the British Empire enabling the trade of slaves and the return of raw materials, with the growth of industry and therefore trade and wealth, which in turn kept the demand high for slaves in the Americas. This connection will be made at different moments through the next three units of study.</p> <p>The transatlantic trade in Africans happened over a large time frame, the chronological focus is on the nature of the industrial scale and peak of the trade. The Triangular trade, in the 18th century and the impact it had in Britain during the Georgian era. The concept of different groups in society are picked up with a focus on campaigns: from parliamentary</p>	<p>The Industrial Revolution</p> <p>There are strong links between with the previous unit on the TAST as at the start of this unit it is important to understand where the raw cotton found in Lancashire and other cotton mills is sourced and therefore the connection between the TAST and the IR.</p> <p>This unit of work focuses on the Industrial Revolution as vehicle of progress. It undoubtedly caused enormous changes in society, but did everyone benefit from these changes? This enquiry will start by introducing key knowledge of the Industrial Revolution itself such as what life was like before the Industrial Revolution, transportation methods and how these changed, the role of key individuals and the impact their inventions had on industry and therefore wider societal changes such as urbanisation.</p>	<p>The British Empire</p> <p>Students will have some understanding of the British Empire from previous learning from the early discovery voyages of the Tudor era to the more specific role empire played in the Industrial Revolution and the Transatlantic Slave Trade.</p> <p>This unit will develop student understanding of the complexity of the British Empire, how it evolved over a long period of time and emerged in positions of power in different ways in different places at different times. There is focus on how people from across the empire and different experiences. The case studies used are Canada, India, Australia, and Africa.</p> <p>The content explored will support students with their understanding of key areas of study in Y9, especially of imperialism in the build-up to World</p>

				<p>speeches, to petitions, and boycotts. The role of the Black people fighting for their own freedom and equality is picked up with rebellions, such as Haiti, and Black campaigners in Europe, such as Equiano.</p> <p>Skills</p> <ul style="list-style-type: none"> • Interpretations. <ul style="list-style-type: none"> • Sources • Consequence. 		<p>Foundational knowledge is introduced on Chartism, the class system, trade unionism and the role of women and will be picked up in Y9 unit 2, where suffrage is explored more acutely. Equally many Y9 enquiries will pick up conceptual threads of emerging civil liberties and how social change evolves. The next unit on Empire also deepens connections introduced, such as transportation to Australia.</p> <p>Skills</p> <ul style="list-style-type: none"> • Sources. • Interpretations. • Change and continuity. 	<p>War One and also in the development of 20th century Britain, with similar racist issues emerging post World War Two, around immigration, racism, belonging and the pursuit of civil liberties and equality.</p> <p>Skills</p> <ul style="list-style-type: none"> • Change and continuity. • Sources. • Interpretations.
Year 9	<p>Causes of World War One</p> <p>In this unit, students will develop their understanding of the concept of causation in relation to inevitability and determinism and consider what was the main cause of World War One? Students will evaluate the long term, short term and trigger factors leading to the first major modern warfare event. The exploration of key concepts, including alliances, militarism, imperialism and nationalism, help students to appreciate the complex causes which led to war. This focus on causation will consolidate student's understanding of causation from Year 8 (The Reformation and English Civil War).</p> <p>Skills</p> <ul style="list-style-type: none"> • Causation • Interpretations. 	<p>Experiences of World War One</p> <p>Students will build on their contextual understanding of the causes of WW1 to explore what the experience of WW1 was like on the front line and at home in Britain. Students will cover why men volunteered to fight, and trench warfare. The different experiences of individuals including women and soldiers from the British Empire will be considered. Students will also consider the long-term social impacts of experience of the war at home, for instance the suffrage movement.</p> <p>Skills</p> <ul style="list-style-type: none"> • Similarity and difference. • Sources. • Interpretations. 		<p>Germany in the Inter-War Period.</p> <p>Building on the narrative thread woven through the Year 9 scheme of work, this unit studies post-WWI Germany and the conditions that led to Hitler being voted into power, and how he consolidated his position as dictator. Students will explore how the instability of the liberal and democratic Weimar Republic gave way to Hitler's Third Reich, between 1918-1933. It will cover social, political, and economic factors, as well as sources and interpretations on the topic, as it questions what the most important reason was in Hitler's rise to power.</p> <p>Skills</p> <ul style="list-style-type: none"> • Causation. • Significance. • Interpretations. • Sources. 	<p>Key Battles of World War Two.</p> <p>By the end of this unit, students should be able to understand why Nazi Germany were defeated in World War Two by the Allies in 1945, through their knowledge of four key battles: Dunkirk, Stalingrad, Pearl Harbor, and Normandy. They will be able to recognise why events are considered significant in a moment in History, in and evaluate the significance of each battle under this notion.</p> <p>Skills</p> <ul style="list-style-type: none"> • Significance. • Similarity and difference. 	<p>The Holocaust</p> <p>Students will build on their understanding of Hitler's rise to power to investigate the events surrounding and leading up to the Holocaust. Students will investigate anti-Semitism over time and the persecution of Jews in the 20th century. The unit will particularly focus on the treatment of Jewish people in Germany and the increasing persecution which led to the 'Final Solution' of the Holocaust. This unit gives students the space to consider the social responsibility they hold to ensure that the horrors of the Holocaust are not repeated, by</p>	<p>Post-War Britain</p> <p>This unit is designed to develop students' knowledge and understanding about the key features of Post-War Britain, focusing on the years 1945 to 1979. The extent to which British society changed across this period is the key enquiry across the unit. By the end of this unit, students will be able to confidently identify how the Second World War impacted British people's lives and discuss key changes such as migration, civil rights, and the role of the state.</p> <p>Skills</p> <ul style="list-style-type: none"> • Change and continuity. • Interpretations. • Sources.

						considering what it means to be who they are and the role they can play in society.	
						Skills <ul style="list-style-type: none">• Sources• Interpretations• Causation	
Term	1	2	3	4		5	6
Year 10	Medicine Through Time 1250- Present day <p>Students will start with a thematic study of the history of medicine in Britain from the Middle Ages to the present day. This unit will give students an insight into the ways in which Britain has changed over the last 1000 years, through the lens of medical understanding and treatment. This will give students an overview of the chronology of all the historical periods they will study over the GCSE course. Students will investigate medical beliefs and factors influencing understanding, including the role of the Church, government, science and technology and specific individuals over the Medieval, Early Modern, 19th century and Modern periods. They will understand the limitations and advances in both medicine and technology that have led from limited knowledge to the establishment of the NHS and public healthcare today. They will critically engage with source material to assess the usefulness of sources, the significance of factors influencing the development of medicine, similarities across periods and the causes of medical change. Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change.</p>		Medicine through time continued. <p>Environment study: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>The historic environment study examines the relationship between conditions in a locality – the British sector of the Western Front during the First World War – and their impact on the nature of illness and the provision of medical care, as well as the impact of provision for medical care in the locality in the broader context of developments in medicine in the early twentieth century. The brutal conditions that this war created, including the trench system and new types of wounds and disease caused by new weapons and battle techniques, triggered new techniques for treating and healing patients, including solving the problem of blood loss. The content is assessed through a question on features of the period and also through a historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied.</p>		Weimar and Nazi Germany 1918,1939 <p>Students will move on to their modern depth study to focus on a substantial and coherent short time span that requires them to understand the complexity of a society or historical situation and the interplay of different aspects within it.</p> <p>Students will begin spring 2 by studying Germany under the Weimar Republic. They will look at its origins challenges and so-called 'golden age'.</p> <p>Students will assess the economic, political and social changes including reasons for early unpopularity, reasons for economic recovery and changes to living standards.</p>		Weimar and Nazi Germany Continued <p>In the Summer term students will continue their study of Germany to look two other units 'Hitler's rise to power' and 'Nazi control and Dictatorship.</p> <p>They will continue to build on social, economic and political themes answering questions such as why there was an increase in support for the Nazi party after 1929 and how Hitler's established a totalitarian state in Germany. Significant time will</p> <p>Students will be assessed on all four Assessment Objectives. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students will study examples of evidence and consider ways in which it could give rise to and support different interpretations. Students will understand a range of reasons why interpretations may differ. They will be able to evaluate given interpretations using their own knowledge of the period.</p>
Year 11	Superpower Relations and the Cold War <p>Students complete their period study on the Cold War, learning about the global conflict and relations between the USA and the USSR from 1945 to 1991. They will learn about the origins and development of the Cold War, how the conflict impacted different countries in both the</p>		Early Elizabethan England 1558–88 <p>Students will complete their British depth study learning about early Elizabethan England, focusing on the issues she faced when she came to the throne, religion in England in this period, relations with</p>		Mock 2	Revision and Exam Prep <p>Students are supported with preparation for the Public Exams through</p>	PUBLIC EXAMS

<p>Soviet and American sphere of influence, the building and demolition of the Berlin Wall, and how the Cold War and ultimately the USSR came to an end.</p> <p>The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, religious, and military aspects.</p> <p>The content is divided into three key topics. These provide a framework for teaching and understanding the option but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.</p> <p><i>Assessment</i></p> <p>Students will be assessed on their knowledge and understanding. Questions will target key features and causation and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).</p>	<p>Spain, and the how the lives of ordinary people changed in this period.</p> <p>The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics, which provide a framework for teaching and understanding the option. These run-in chronological sequences should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics.</p> <p><i>Assessment</i></p> <p>Students will be assessed on their knowledge and understanding. Questions will target consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p>	<p>revision and exam skills practice.</p> <p>Students are further supported with Passport to success sessions which are run in the immediate build up to their exams.</p>
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Impact:

At Conisborough College we want students to learn about the past by exploring diverse people and places from different periods to develop a deeper understanding of the past and to be able to apply this information to learn about the world they inhabit. We aim for students to develop transferable skills of thinking, analysing, explaining, literacy and oracy, which will support them when they leave Conisborough College and in their lives and future employment. We also aim to encourage a lifelong love of learning.

We aim to measure and support this progress using regular formative assessment such as in-lesson quizzes within small steps of learning, and teaching is adapted accordingly. Students also sit summative assessments at two major points in each KS3 school year, in order that they are exam-ready by their KS4 studies. In addition to teaching knowledge, KS3 students will also be taught how to use this knowledge in these main ways: explain knowledge, analyse, evaluate, make thematic links, interpretate sources and interpretations – these link to KS4 skills of define, describe, explain, and evaluate.

At GCSE level, students are regularly assessed through keyword tests, to ensure their historic literacy before public exams and receive feedback on exam question practice throughout the course to enable them to fully access exam questions by the time of their actual GCSE exams. There will also be KS4 mock exams to help prepare students for the public exams.