

**Sexey's History Department Curriculum Map and Intent**

**KS3 – Year 7**

Topic and when planned to cover	Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring 1	Topic 4 Spring 1/ Spring 2	Topic 5 Spring 2	Topic 6 Summer 1	Topic 7 Summer 2
<b>Key enquiry question</b>	<b>How did life and society develop in early England?</b>	<b>Did William win due to luck or tactics?</b>	<b>How did William control and change English society?</b>	<b>How powerful was the Church in the Middle Ages?</b>	<b>How did the power of the Monarch change during the Middle Ages?</b>	<b>How hard was life in the Middle Ages?</b>	<b>How did the Tudors change England?</b>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li><b>What is History?</b> Introduction to Secondary History; Handling evidence and key skills</li> <li>Maiden castle (baseline assessment)</li> <li>Anglo Saxon England; Structure of rule, life and religion</li> </ul>	<ul style="list-style-type: none"> <li>Contenders for the throne 1066</li> <li>Events leading up to and including the Battle of Hastings</li> <li>Factors/ reasons for William's victory</li> </ul>	<ul style="list-style-type: none"> <li>Harrying of the North</li> <li>Castle development</li> <li>Domesday book</li> <li>Feudal System</li> </ul>	<ul style="list-style-type: none"> <li>Power of the Church</li> <li>Crusades</li> <li>King Henry III and Thomas Becket</li> <li>Role of Women in Medieval England - Case Study of Eleanor of Aquitaine</li> </ul>	<ul style="list-style-type: none"> <li>King John and the Magna Carta</li> <li>Rebellion Steps</li> <li>Beginnings of Parliament</li> </ul>	<ul style="list-style-type: none"> <li>Village life</li> <li>Medicine - links to Muslim ideas from Crusades</li> <li>Black Death – Jews blamed</li> <li>Peasants Revolt</li> </ul>	<ul style="list-style-type: none"> <li>Henry VII – how did he overcome problems and secure his throne</li> <li>Henry VIII and the break with Rome</li> <li>Catholic v Protestants</li> <li>Reformation roller coaster.</li> <li>Elizabeth I – structure of govnt and power of Parliament</li> <li>How did she deal with problems? Focus on religion</li> <li>Black Tudors case study HW</li> </ul>
<b>NC Link</b>	Development of Church, state and society in Medieval Britain 1066-1509  Consolidates and extends pupils' chronological knowledge from before 1066	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Medieval Britain 1066-1509  Study of a significant society or issue in world history and its interconnections with other world developments	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Medieval Britain 1066-1509	Development of Church, state and society in Britain 1509-1745
<b>Links to Sexey's 7 and Christian values</b>	<p><b>Respect</b> - Study of religious beliefs in England pre 1066. Can link this to differences in importance of religion today.</p> <p><b>Empathy</b> - Developing understanding and appreciation of a different society in the same country we now live in.</p>	<p><b>Courage</b> – against the odds / in battle</p> <p><b>Resilience</b> – Harold Godwinson continuing to try to defend England against many contenders</p>	<p><b>Respect</b> – in built hierarchy of respect within the feudal system that continues today</p> <p><b>Honesty</b> – Domesday survey required true accounting</p>	<p><b>Forgiveness</b> – Henry II's initial forbearance at Becket's disloyalty</p> <p><b>Empathy</b> – Appreciating that we can be regretful of past actions – Henry Pilgrimage</p> <p>Study of Crusades- look at beginnings of hostilities in the Middle East and treatment of Muslims by Christians</p> <p>Excommunication &amp; Papal Power</p>	<p><b>Courage</b> - the Barons standing up to John, holding leadership to account in a time of Divine Right The people/ Barons/ Lords standing up to leaders when they get out of hand</p>	<p><b>Empathy</b> - Developing understanding and appreciation of a different society in the same country we now live in. Understanding people's reactions to the Black Death and how awful the pandemic was for England and the rest of the world.</p> <p><b>Resilience</b> - in face of hardship of everyday life</p> <p><b>Kindness</b> – the charitable work of the monasteries</p> <p>Ideas of Heaven and Hell</p>	<p><b>Respect</b> - Study of religious beliefs in England and how this changed during the Early Modern period.</p> <p><b>Empathy</b> – Understanding that these changes hugely affected all of society, and how the different interpretations and different ways Christianity is practised still exists today.</p> <p><b>Kindness</b> – appreciating different views to your own</p> <p>Differences between Catholicism and Protestantism</p>

## Sexey's History Department Curriculum Map and Intent

### KS3 - Year 8

Topic and when planned to cover	Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring 1	Topic 4 Spring 2	Topic 5 Summer 1	Topic 6 Summer 2
<b>Key enquiry question</b>	<b>Did we have an English Revolution?</b>	<b>Was the Empire just good for the British?</b>	<b>How horrific was the slave trade?</b>	<b>How did the Industrial Revolution change England?</b>	<b>What was wrong with Democracy and how did it change in the C19th?</b>	<b>How did Women get the vote?</b>
Topics covered	<ul style="list-style-type: none"> <li>What is a revolution?</li> <li>Origins of the civil war – overview of causes and events</li> <li>Cromwell</li> <li>Road to Glorious revolution and Act of Union.</li> <li>What changed from Tudors to the Georgians</li> </ul>	<ul style="list-style-type: none"> <li>Origins of Empire</li> <li>Reasons for Empire</li> <li>Was Empire good or bad?</li> <li>Case Study – impact on India</li> </ul>	<ul style="list-style-type: none"> <li>Triangular Trade</li> <li>Middle Passage</li> <li>Slave Life</li> <li>Abolition</li> <li>Building up of Bristol – link to Colston and monuments</li> </ul>	<ul style="list-style-type: none"> <li>Life before the Revolution</li> <li>Causes</li> <li>Factory life &amp; living conditions</li> <li>Public Health and diseases</li> <li>(Art and culture HW task)</li> </ul>	<ul style="list-style-type: none"> <li>UK Democracy now (for comparison)</li> <li>Voting in 1800 – what was wrong?</li> <li>Development in male franchise</li> <li>The role of the Prime Minister – How did this develop?</li> </ul>	<ul style="list-style-type: none"> <li>Female rights in 1900</li> <li>Arguments for and against female suffrage</li> <li>Suffragists &amp; Suffragettes tactics</li> <li>Reasons for victory and new legislation</li> <li>Position of Women around the world today</li> </ul>
NC Link	The development of Church, state and society in Britain 1509-1745	Ideas, political power, industry and empire: Britain, 1745-1901  Study of a significant society or issue in world history and its interconnections with other world developments	Ideas, political power, industry and empire: Britain, 1745-1901  A local history study	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901  challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day
Links to Sexey's 7 and Christian values	<p>Religious conflict as a cause of civil war Rise of puritanism under Cromwell Change of power despite belief in the Divine Right at this time (shows change in beliefs of one person holding physical embodiment of Gods will without challenge)</p> <p><b>Honesty</b> – true motives of Cromwell</p> <p><b>Empathy</b> - Developing understanding and appreciation of a different society in the same country we now live in.</p>	<p>Religious justification of Empire – mercenaries and spread of Christianity</p> <p><b>Forgiveness</b> – looking at the impact of Empire at this time and judging if we should ask for forgiveness for this on behalf of our ancestors.</p> <p><b>Empathy</b> – looking at how Empire impacted others both positive and negative</p> <p><b>Courage</b> – to appreciate that the way the Empire treated nations within its control was wrong at times</p>	<p>Christianity as a driving force for reform - Religious reasons behind abolitions of slavery – Quakers, Wilberforce Appreciation that faith gave slaves strength, solace and community</p> <p><b>Courage, empathy &amp; resilience</b> - shown in enduring the Middle Passage and slave life</p> <p><b>Honesty</b> – to accept that the way slaves were treated was horrific and whether we should have a modern reassessment on this (links to Bristol and monuments)</p>	<p>Church providing community / care for workers living in poverty</p> <p>Look at the declining role of the Church and particularly its control over everyday life</p> <p><b>Resilience and empathy</b> – of people living in such hardship at this time</p>	<p><b>Respect</b> - of the current political system and fairness compared to earlier (developed in year 9 with a comparison to Dictatorships)</p> <p><b>Respect</b> – for those who fought to make things fairer for all</p>	<p>Equality – all equal in the eyes of the Lord Looking at martyrs – Emily Davidson</p> <p><b>Respect</b> – for those who fought to make things fairer for all</p> <p><b>Courage and resilience</b> - of female Suffragettes/ Suffragists and their supporters</p> <p><b>Respect</b> for the rights of women in both the UK and around the world</p> <p><b>Honesty</b> – judging whether Women have reached true equality today</p>

## Sexey's History Department Curriculum Map and Intent

### KS3 - Year 9

Topic and when planned to cover	Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring 1	Topic 4 Spring 2	Topic 5 Summer 1	Topic 6 Summer 2
<b>Key enquiry question</b>	<b>What caused WWI?</b>	<b>Why did the Nazis rise to power in Germany, and how did this lead to War?</b>	<b>Why and how were Jews and other minorities persecuted in Nazi Germany?</b>	<b>How did life change in Britain after World War 2?</b>	<b>How did Civil Rights improve in the USA?</b>	<b>What key issues do we face today?</b>
Topics covered	<ul style="list-style-type: none"> <li>• What was England like in C20th</li> <li>• Causes of WWI inc Assassination</li> <li>• Trench life</li> <li>• Peace settlement and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Wall Street Crash and depression</li> <li>• Democracy v Dictatorship – Key terms (Stalin, Hitler, Mussolini overview)</li> <li>• Road to war</li> <li>• Appeasement</li> <li>• What happened during the war and turning points</li> </ul>	<ul style="list-style-type: none"> <li>• What was the Holocaust? Key terms</li> <li>• Historical antisemitism</li> <li>• Dehumanisation</li> <li>• Ghettos</li> <li>• Final solution</li> <li>• How should the Holocaust be remembered?</li> </ul>	<ul style="list-style-type: none"> <li>• Life in Britain during WW2 – DORA, rationing, evacuation</li> <li>• Post War Britain Welfare state and NHS</li> <li>• End of Empire in the UK</li> <li>• England today e.g. Windrush and Bristol bus boycotts</li> </ul>	<ul style="list-style-type: none"> <li>- End of slavery in USA</li> <li>- Segregation</li> <li>- Development of the CRs movement</li> <li>- Impact of war</li> <li>- CRs in the 50s, 60s, 70s</li> <li>- Role of Key individuals e.g. MLK</li> </ul>	<ul style="list-style-type: none"> <li>- Nuclear War – Atomic Bomb</li> <li>- Women's movement in the USA</li> <li>- Israel and Palestine</li> <li>- Terrorism (including 9:11)</li> <li>- Modern slavery</li> </ul>
NC Link	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day  Study of a significant society or issue in world history and its interconnections with other world developments	Challenges for Britain, Europe and the wider world 1901 to the present day
Links to Sexey's 7 and Christian values	<p><b>Empathy</b> – impact of trench life on the soldiers (emphasis on psychological trauma)</p> <p><b>Resilience and courage</b> - of soldiers in the face of harsh conditions and likely death</p> <p><b>Kindness</b> – work of social reformers and charities to look in to living and working conditions of the working class and put pressure on the government to make changes</p> <p><b>Forgiveness</b> – different attitudes post war How desires for revenge over the TOV rather than forgiveness helped create the tensions for future conflict</p>	<p><b>Forgiveness</b> – appreciating why attempts were made to give aggressors the opportunity to avoid conflict</p> <p><b>Respect</b> - of our political system and fairness of this compared to earlier (developed from year 8 democracy study)</p>	<p><b>Courage and resilience:</b> shown by Jewish victims of the Holocaust</p> <p><b>Courage</b> - Morality of standing up for others and denouncing what is wrong including aggression</p> <p>Explaining how antisemitism has existed through time – including by Christians during the Black Death and Crusades, and is still an issue today (links to labour party controversy)</p> <p>How prejudice can lead to persecution and genocide when human respect and dignity are denied</p>	<p><b>Resilience:</b> Living through War and life on the Home front Dunkirk and the Battle of Britain – refusing to give in despite the odds being against you.</p> <p><b>Respect</b> - treatment of others – how all should be treated equally despite race and beliefs</p> <p><b>Kindness</b> – appreciation of providing support for all through the introduction of the NHS and welfare</p>	<p><b>Respect and Kindness</b> - treatment of others – how all should be treated equally and fairly despite race and beliefs</p> <p><b>Respect</b> – for those who fought to make things fairer for all</p> <p><b>Courage and resilience</b> - of Civil Rights campaigners and their supporters</p>	<p><b>Honesty</b> – judging whether we have reached true equality today within society</p> <p><b>Empathy</b> – of how these events affected people at the time and since. In the UK and around the world</p> <p><b>Courage</b> - to stand up for what you believe in and influence change in the right way</p> <p><b>Respect</b> – of how people live and how people should be treated</p> <p>Equality - all are equal in the eyes of the Lord</p>

## Curriculum map with Christian and school ethos links:

Subject:History

Year: 10

Topics and links	Autumn Term		Spring		Summer	
	AT1	AT2	SP1	SP2	SU1	SU2
<p><b>Germany 1890-1918</b> Depth Study</p> <p><b>Medicine and Health of the People 1000 – present</b> Development Study</p>	<p><b>Topic 1: The Second Reich</b></p> <p>Kaiser Wilhelm II Structure of Govt Weltpolitic Flottenpolitik Tensions in society WWI &amp; Revolution Weimar Constitution</p>	<p><b>Weimar Republic 1919-23</b> <b>Topic 2</b> <b>Problems facing the Govt.</b> Impact of WWII Constitution TOV Rebellions Occupation Hyperinflation <b>Golden Years 1924-29</b></p>	<p><b>Rise of the Nazis</b> Hitler becomes Chancellor / Dictator <b>Topic 3: Nazi Germany 1933-45 (continued)</b> Review of Nazi State Women/Children Churches Nazi Economy Impact of WWII Who benefitted? Holocaust Opposition</p>	<p><b>Medicine stands Still</b> Medieval Medicine Ideas of Galen Influence of the Church Islamic Medicine Reasons for continuity</p> <p><b>Beginnings of Change</b> Nature of the Renaissance Renaissance Medicine Changes in Anatomy &amp; Physiology Poor Public Health Factors for change</p>	<p>Medicine in late 18<sup>th</sup> / Early 19<sup>th</sup> Century Jenner <b>Medical Revolution – 1850 – 1918</b> Nursing revolution Surgical Revolution Germ theory and its consequences Vaccines Development of drugs Public Health improvements</p>	<p>Impact of WWI</p> <p><b>Modern Medicine</b> WWII on Medicine</p> <p>Development of Antibiotics – Penicillin</p> <p>Public Health and the Welfare state DNA</p> <p>Modern medicine</p>
<p><b>Links with Christian beliefs</b></p>	<p><b>The morality of Empire building</b></p>	<p><b>Forgiveness/ Revenge:</b> How desires for revenge helped create the tensions for future conflict</p>	<p><b>Ethics - Euthanasia</b> – of disabled children</p>	<p><b>All powerful God</b> – influence on attitude to care not cure.</p>	<p><b>Christian value of service</b> to others – volunteer nurses in the Crimea</p>	<p><b>Ethics – genetic testing and selection</b> for inherited diseases</p>
<p><b>Links with Sexey’s Seven ethos</b> <b>Honesty</b> - Teachers being ready to admit they made a mistake or do not know the answer to a question <b>Students</b> being honest if they failed to do their homework/ do not understand <b>No plagiarism or cheating</b> <b>Respect</b> for everyone’s viewpoints <b>Kindness</b> in our interactions with each other. Let the teacher correct errors rather than teasing others about their responses</p>	<p><b>Resilience</b> – Of the German people during the dire circumstances in WWI</p>	<p><b>Resilience</b> of the early Weimar governments and Ebert</p> <p><b>Courage</b> of the Germans in the Rhineland during the Occupation &amp; <b>Courage</b> of those who resisted the Nazis.</p>	<p><b>Empathy</b> – understanding how different Groups reacted to the Nazis – including those who approved of Nazi rule</p> <p><b>Honesty</b> – whether propaganda and censorship is actually dishonest</p>	<p><b>Kindness</b> – care mentality of the western church and the Islamic faith</p> <p><b>Respect</b> – continuing respect for the work of Galen and its legacy</p>	<p><b>Kindness</b> the foundation for better nursing standards under Florence Nightingale</p>	<p><b>Courage of pioneers</b> in modern medicine – first heart transplant etc</p>

## Curriculum map with Christian and school ethos links:

Subject:History

Year: 11

Topics and links	Autumn Term		Spring		Summer	
	AT1	AT2	SP1	SP2	SU1	SU2
<p><b>Elizabethan England 1568 – 1603</b></p> <p><b>Origins of the Cold War 1945-1972</b></p>	<p><b>Elizabethan Government</b> Female Monarch Marriage and Succession Privy Council and Parliament <b>Rebellions</b> <b>Religious Settlement:</b> Problems with the Catholics and Jesuits The Puritans</p>	<p><b>Other Problems</b> Poverty War with Spain – including the Spanish Armada</p> <p><b>Society</b> Great chain of being Rise of the Gentry Prodigy Homes Theatre Fashion</p>	<p><b>Introduction to the Cold War</b> Background and ideological tensions <b>1945-1948</b> Conferences Soviet Expansion Truman Doctrine Marshall Plan Berlin Airlift Nato and Warsaw Pact <b>War in Asia overview</b> Korean &amp; Vietnam</p>	<p><b>1950s</b> Arms race and Space race Hungarian Rising Thaw <b>1960s</b> U2Spy Plane Trouble in Berlin Cuban Missile Crisis Prague Spring Brezhnev Doctrine Détente and SALT</p>	<p><b>Revision</b></p>	<p><b>Examinations</b></p>
<b>Links with Christian beliefs</b>	<p><b>Equality</b> – attitudes to gender in positions of power <b>Tolerance</b> shown in the Middle Way</p>	<p><b>Compassion</b> – help for the poor in society</p>	<p><b>Intolerance</b> and Suspicion leading to hatred</p>	<p><b>Peace</b> – working for a more peaceful coexistence</p>		
<p><b>Links with Sexey’s Seven ethos</b> <b>Honesty</b> - Teachers being ready to admit they made a mistake or do not know the answer to a question <b>Students</b> being honest if they failed to do their homework/ do not understand <b>No plagiarism or cheating</b> <b>Respect</b> for everyone’s viewpoints <b>Kindness</b> in our interactions with each other. Let the teacher correct errors rather than teasing others about their responses</p>	<p><b>Honesty</b> – relations between the Queen and William Cecil</p> <p><b>Resilience</b> – in the face of multiple rebellions</p> <p><b>Empathy</b> – understanding Elizabeth’s complex attitude to the idea of marriage</p>	<p><b>Respect</b> – should it be due to your birth status</p> <p><b>Courage</b> – shown in taking on the mighty Spanish Armada</p>	<p><b>Empathy</b> – understanding of the different ways that the 2 super powers interpreted events and each other’s motives.</p>	<p><b>Courage/ resilience</b> shown by Khrushchev and JF Kennedy during the Cuban Missile Crisis</p>	<p><b>Resilience</b></p>	