Croxley Danes School : Key Stage 4 Curriculum Map

Subject: History

Key Concepts

Cause and Consequence	Change and Continuity	Similarity and Difference	Significance	Source Skills	Analysing interpretations
Analyse and understand the reasons behind historical events and developments Assess the impacts and outcomes that historical events and actions have had on the world	Identify and explain the aspects of history that have remained constant and those that have evolved over time	Compare and contrast different historical periods, events, or societies to identify their similarities and differences	Evaluate the importance of particular events, people, or developments in history	Draw valid inferences and critically assess the usefulness of historical sources by considering their content, nature, origin and purpose	Understand and explain how and why different historians or groups have constructed varying interpretations of past events

What is the Croxley vision for this subject at Key Stage 4?

- To foster inquisitiveness, to inspire intellectual curiosity and cultivate a love of the study of History.
- To equip students with a coherent narrative of British, European and World History, based around a well-sequenced and inclusive curriculum.
- To develop an understanding of key historical concepts: change, continuity, causation, consequence and significance.
- To develop mastery of key historical skills: enquiry, interpretation, use of evidence, application of knowledge, communication and construction of supported arguments.
- To develop a rich body of knowledge of key historical events, significant developments and important themes in history.

Links to Key Stage 3 Curriculum:

- Elizabeth I topic explored through Tudor SOW in Year 7
- Nazi Germany topic explored through Year 9 SOW
- Superpowers topic explored through Cold War SOW in Year 9
- Aspects of Migration topic explored throughout Key Stage 3 (Vikings and Normans in year 7, Slave Trade and British Empire in Year 8, World Wars in Year 9)

Key Stage 4 /	Year Group: 10		
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Key concept/ Topic	**Topic: Germany, 1918-39** **Concept: Source Skills, Cause and Consequence, Interpretations**	**Topic: Germany 1918-39 / Superpower relations** **Concept: Source Skills, Cause and Consequence, Interpretations, Significance**	**Topic: Superpower relations** **Concept: Cause and Consequence, Significance**
Topic: (Know what…)	Germany at the end of the war Weimar constitution and Treaty of Versailles Challenges including Hyperinflation Stresemann and the Weimar 'golden age' Hitler's early years and 1920s reorganisation The Great Depression Hitler becomes Chancellor and Fuhrer Terror and Propaganda	Nazis and the Church, women and youth Opposition to the Nazis Nazis and employment Nazis and minority groups and Jews Ideological differences and US-Soviet relations Truman Doctrine and Marshall Plan Alliances and division of Berlin Arms race and Hungarian uprising	Refugee problem, Berlin ultimatum, summit meetings Berlin Wall Cuban Revolution, Bay of Pigs, Cuban Missile Crisis Prague Spring, Brezhnev Doctrine and Czechoslovakia Attempts at arms control and Detente Afghanistan, Carter Doctrine, Olympic boycotts Reagan and SDI and Gorbachev
Skills: (know how…)	Describe Germany at the end of the First World War and problems of the Weimar Republic Describe life in the 'golden age' Explain how Hitler was able to come to power Describe the methods Hitler used to control	Describe what life was like for people living under Nazi control Explain international relations at the end of the Second World War and differences in political systems	Explain how tensions rose between the superpowers and how this affected other countries (eg. Cuba, Germany, Czechoslovakia) Explain how tensions reduced and the circumstances which ended the Cold War
Key vocabulary (5- 10 words)	Abdication, Armistice, Bauhaus, Censorship, Coalition, Dawes Plan, Dictator, Freikorps, Fuhrer, Gestapo, Depression, Hyperinflation, Police state, Propaganda, Proportional representation, Putsch, Reichstag, Rentenmark, Reparations, Antisemitism, Aryan	Autobahn, Boycott, Concentration camp, Rearmament, Concordat, Conscription, Eugenics, Indoctrinated / Arms race, Ballistic missile, Berlin airlift, Berlin blockade, Capitalism, Cold War, Comecon, Cominform, Communism, NATO, Marshall Plan,Truman Doctrine	Containment, Satellite state, Warsaw Pact, Sphere of influence, Coup, Destalinisation , Detente , Glasnost, Guerilla tactics, Hotline, Mutually Assured Destruction (MAD), Perestroika, Quarantine, Sinatra Doctrine
End of Half term assessment	Knowledge checks	Knowledge checks AP1	Knowledge checks
Planned trips / Clubs / links			

Key Stage 3 /	Year Group: 10		
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	**Topic: Superpower relations** **Topic: Migration** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**	**Topic: Migration** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**	**Topic: Migration** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**
Content: **(Know what…)**	Fall of Berlin Wall and Soviet Union Medieval England context, why people migrated, experiences of migrants, impact of migrants Case study - York under Vikings	Early modern England context, why people migrated, experiences of migrants, impact of migrants Case study - Sandwich and Canterbury in 16th century / Huguenots in Soho and Spitalfields 18/19th century context, why people migrated, experiences of migrants, impact of migrants on Britain Case study - Liverpool in 19th century / Jewish migrants in East End of London 1880-1900	20th century context, why people migrated, experiences of migrants in Britain, impact of migrants Case study - Bristol in mid-20th century / Leicester's Asian community after 1945 Summary of migration from 800-present
Skills: **(Know how…)**	Explain how the Cold War ended Explain who migrated to and from England during the medieval times and the impact	Explain who migrated to and from England between 1500-1900 and the impact	Explain who migrated to and from England during the 20th century and the impact
Key vocabulary (5- 10 words)	Alien, Anglo-Saxon, Antisemitism, Asylum seeker, Blood libel, Catholic, Christendom, Danelaw, Feudal system, Migrate, Norman, Persecution, Pogrom, Viking	Chartist movement, Economic migrant, Enslaved, Flemish, Huguenot, Industrial revolution, Interregnum, Laissez-faire, Mother country, Privateering, Protestant, Reformation, Vagrant, Walloon	Africanisation, Black power movement, Colour bar, Commonwealth, Decolonisation, European Union, Windrush Generation
End of Half term assessment	Knowledge checks Year 10 mock exams	Knowledge checks	Knowledge checks
Planned trips / Clubs / links			Trip to Berlin for Germany/Superpowers knowledge

Key Stage 4 / Year Group: 11			
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Key Concept	**Topic: Migration / Elizabeth I** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**	**Topic: Elizabeth I** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**	**Topic: Elizabeth I** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**
Content: **(Know what…)**	Notting Hill and influence of Caribbean culture Racism, policing and Black British activism The Mangrove march Elizabethan England, society and government Marriage, legitimacy and character Challenges to Elizabeth Religious Settlement and Church of England	Mary Queen of Scots Revolt of the Northern Earls Plots - Walsingham, Ridolfi, Babington and Throckmorton Mary's execution	Rivalry with Spain Privateering, Drake and Cadiz Spanish Armada Life under Elizabeth: education, leisure, theatre, poverty
Skills: **(know how…)**	Explain what happened in Notting Hill and the effect this had on race relations Describe who Elizabeth was and her problems Explain how Elizabeth tried to deal with her problems (political and religious)	Explain the religious challenges Elizabeth faced while Queen Explain how some tried to overthrow Elizabeth and how each attempt ended Explain what happened between Elizabeth and Mary Queen of Scots and the impact this had	Explain why the Tudor exploration of the world was important Explain the impact that Tudor exploration had on the world Explain why the Spanish Armada was significant for Elizabeth Explain what life was like in Tudor times
Key vocabulary **(5- 10 words)**	British civil rights movement, Teddy Boys, Accession, Catholic, Church of England, Claim, Divisions, Legitimacy, Papacy, Privy Council, Puritan, Recusants, Religious Settlement	Execution, Treason	Armada, Cadiz, Privateering, Vagabonds
End of Half term assessment	Knowledge checks	Knowledge checks Year 11 Mocks	Knowledge checks
Planned trips / Clubs / links			

Key Stage 4 / Year Group: 11			
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	**Topic: Elizabeth I** **Key Concept: Source Skills, Cause and Consequence, Interpretations, Significance, Change and Continuity**		
Content: **(Know what…)**	Factors impacting exploration Drake's circumnavigation Colonisation of Virginia and Failure		
Skills: **(Know how…)**	Explain why the Tudor exploration of the world was important Explain the impact that Tudor exploration had on the world		
Key vocabulary (5- 10 words)	Circumnavigation, Colonisation, New World		
End of Half term assessment	Knowledge checks AP2		
Planned trips / Clubs / links			