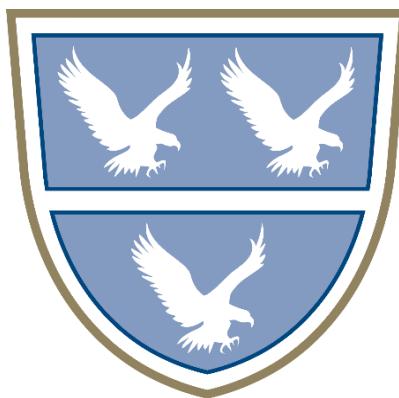


# HISTORY CURRICULUM MAP



**Our subject vision: We are history and we are historians.**

Young people need a sense of History in order to understand themselves, their identity and their place in the world around them. Access to a diverse curriculum that offers representation to all of our students is vital. Discussions about how History shaped the world we live in and the understanding that people will have different opinions and ideas is pivotal to the History Curriculum. They need to be able to ask questions and evaluate the answers they receive, stepping on the stones that will take them from the shallow to deep to profound answers that as well as telling them about the world around them, also tells them about themselves. History inspires curiosity and fascination, and a desire and confidence to never stop wanting to know more.

We have key assessment objectives that are developed throughout the entire History curriculum from Year 7 to Year 13-

Chronology

Cause & Consequence

Change & Continuity

Description, explanation and evaluation

Empathy

Source utility

Exam language skills

**How this document works:**

This Curriculum Map will show you everything we do in History. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Mrs Chadwick

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# SUBJECT CURRICULUM MAP: KS3

## Weimar and Nazi Germany GCSE

Topic Two: Rise of Nazi Germany – Hitler’s early career in German politics and how he used challenges to the Weimar government to his advantage

## Weimar and Nazi Germany GCSE

Topic Three: Consolidation of power/ Topic Four: Life in Nazi Germany- Hitler’s methods of leadership and how the population of Germany were impacted by them

## What are Human Rights?

Finishing off Nazi Germany and then introduction of the history of Human Rights

# KS4

## Weimar and Nazi Germany GCSE

Topic One: Weimar Germany- How was Germany governed post WWI and what challenges did the government face?

Trips and visits  
Imperial war museum

## How close to midnight were we?

Introduction of the Cold War and political ideologies of the USA and USSR

## How can everyday objects help us to remember the Holocaust?

Introduction of the Holocaust and use of sources and interpretations

# Year 9

## Why did America drop the first Atomic Bomb?

Introduction of WWII and ideas around causation and significance

## Did one gun kill 40 million people?

Introduction of WWI and discussion of ideas around causation and impact

Trips and visits  
Black Country Museum

## Were women equal by 1920?

Introduction of women's suffrage world wide and evaluation of modern equality issues

End of year assessment

## How significant was Religion in the late Medieval period?

The role religion had on the English Civil War and wider religious events in the world

# Year 8

## Why was the Colston statue pulled down?

Introduction of colonialism, racism and Empire and the impact it has had

## Why was the Colston statue pulled down?

Introduction of slavery and civil rights in both the US and UK

## How did the Industry change the world?

How did the Industrial Revolution impact the world and at what rate were different countries effected by it

## How significant was Religion in the late Medieval period?

The formation of protestants and the impact of religion on Tudor England

Insert Assessment details  
• Key skills  
• Methods

Trips and visits  
Warwick Castle

## How was the medieval period different across the world?

Continuing the topic looking at the wider world and the classes of civilisation such as the crusades

## How was the medieval period different across the world?

Introducing key medieval concepts, such as feudalism, religion and castles

## What makes us English?

Continuing the topic looking at Vikings, Normans and modern immigration  
Understanding the effect it has had had on Britain

## What makes us English?

Understanding of immigration and migration  
Looking at the Britons, Celts, Romans and Anglo-Saxons

# Year 7



# SUBJECT CURRICULUM MAP: KS4

## Further study

OCR H505 History at JMF6  
 And then...  
 A degree in ancient, medieval or modern History; Archaeology; Egyptology...

## Career pathways

Journalist  
 Lawyer  
 Writer/editor  
 Business consultant  
 Researcher  
 Teacher  
 Librarian  
 Museum archivist

### Exam Preparation

Revision activities  
 Skills application  
 Past paper questions

### [The American West, c1835–c1895](#)

Theme 3: Conflict, Law and Order-  
 The rise of crime and conflict across America and the methods used to combat them

### [The American West, c1835–c1895](#)

Theme 2: Settlement and Farming-  
 The processes of changing the American landscape to suit the needs of the white settlers

### [The American West, c1835–c1895](#)

Theme 1: Plains Indians-  
 The life and beliefs of Plains Indians and how they were impacted by the settlement of the white population across America

Summer exams

Past paper questions:

- Sources
- Description
- Continuity & Change
- Explanation
- Evaluation and judgement

Mock exams

# Year 11

### [Early Elizabethan England c1558–c1588](#)

Key topic 1: Queen, government and religion, 1558–69- Elizabeth's rise to the throne of England and asserting her authority

### [Early Elizabethan England c1558–c1588](#)

Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88- Elizabeth's reactions to the various plots against her rule, and potential invasion by Spain

### [Early Elizabethan England c1558–c1588](#)

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88- Elizabeth's desire for greater influence around the globe, leading to attempts to colonise America

### [Crime and punishment in Britain, c1000–present](#)

Topic 5: Whitechapel, c1870–c1900: crime, policing in the inner city and how Jack the Ripper was able to commit his crimes

Mock exams

Past paper questions:

- Sources
- Description
- Continuity & Change
- Explanation
- Evaluation and judgement

Oxford Castle  
 Jack the Ripper/Whitechapel tour

### [Crime and punishment in Britain, c1000–present](#)

Topic 4: c1900–present: Crime and punishment in modern Britain

Case studies: Conscientious Objectors in WW1 & 2; Derek Bentley

### [Crime and punishment in Britain, c1000–present](#)

Topic 3: c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

Case studies: Pentonville Prison; Robert Peel

### [Crime and punishment in Britain, c1000–present](#)

Topic 2: c1500–c1700: Crime and punishment in early modern England

Case studies: The Gunpowder Plotters 1605; Matthew Hopkins and the witch hunts of 1645-7

### [Crime and punishment in Britain, c1000–present](#)

Topic 1: c1000–c1500: Crime and punishment in medieval England

Case study: The influence of the Church on Crime and Punishment

# Year 10





Year 11

Year 10

### 1 Topic 2: Challenges to Elizabeth at home and abroad, 1569–88

Why this?

- Plots and revolts at home
- Relations with Spain
- Outbreak of war with Spain, 1585–88
- The Armada

Why now?

This topic deals with challenges to Elizabeth at home and abroad in the years 1569–88. It focusses on Catholic challenges to Elizabeth's throne, the alleged role of Mary Stuart in them, and the role of her Chief Minister Walsingham in neutralising them. Students will also investigate Philip II's power – as King of Spain and also ruling over the Netherlands, England's most important trading partner – and that he wanted to restore England to Catholicism. They should be aware that Philip's empire in the Americas came under attack from English privateers such as Francis Drake. This, along with England's involvement in the Netherlands and the execution of Mary Stuart in 1587, led to the Spanish Armada of 1588.

### 2 Topic 3: Elizabethan society in the Age of Exploration, 1558–88

Why this?

- Education, and leisure
- The problem of the poor
- Exploration and discovery

Why now?

This topic covers Elizabethan society in the Age of Exploration, 1558–88. Students analyse domestic life in this period and it provides context for the rebellions and international crises covered in key topics one and two. They should be aware of the social developments that take place in this period, such as the nature of education in the home, schools and universities and the social groups involved. Students should study the cultural activities and sports that were popular, their key features and the role of rich and poor. Students should also be aware of issues concerning the poor and unemployed, the growth of poverty and unemployment and the different steps taken to tackle the problem. Finally, students will study the technical developments which stimulated voyages of exploration and discovery

### 3 Theme 1: Plains Indians

Why this?

- The Plains Indians: their beliefs and way of life
- Conflict and tension
- Changes in the way of life of the Plains Indians
- The Plains Indians: the destruction of their way of life

Why now?

Students are introduced to the lives of the Plains Indians, their relationship with white settlers and the US government, and how a combination of government policy, settlement and conflict ultimately lead to the end of Plains life. early migration and settlement and problems of lawlessness in early settlements, as well as the tensions between the settlers and Plains Indians. \* This topic contains content from across the three sections of the American West course, to support the students' understanding of the content in a thematic way, rather than chronologically

### 4 Theme 2: Settlement and Farming

Why this?

- Migration and early settlement
- The development of settlement in the West
- Ranching and the cattle industry

Why now?

Students investigate the process of migration and settlement across the Great Plains area, looking at how different groups approached the issues in different ways, e.g. the Mormons. They then look at how the development of ranching and the cattle industry changed the lives of the inhabitants of the Great Plains. \* This topic contains content from across the three sections of the American West course, to support the students' understanding of the content in a thematic way, rather than chronologically

### 5 Topic 3: Conflicts, Law and Order

Why this?

- Law and order
- Conflict and tension

Why now?

In the theme students look at examples of conflict and tension between different groups living on the Plains, such as the Civil War between the North and South, and more local conflicts between ranchers and settlers. Students also investigate crime and punishment to analyse how unlawful actions were dealt with and punished by the government and local law enforcement. \* This topic contains content from across the three sections of the American West course, to support the students' understanding of the content in a thematic way, rather than chronologically

### 6 Exam Preparation

Why this?

- Revision activities
- Skills application
- Past paper questions

Why now?

Students will prepare for their final assessments to ensure they are familiar with the style of questions they will be faced with, to practice exam skills in order to approach the questions confidently, and apply appropriate and accurate knowledge across the 3 papers

### 1 Topic 1: c1000–c1500: Crime and punishment in medieval England

Why this?

- Crimes against the person, property and authority, including poaching as an example of 'social' crime.
- Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.
- The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable.
- The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild.
- The influence of the Church on crime and punishment in the early thirteenth century

Why now?

Students begin the course by analysing aspects of crime, law enforcement and punishment during the Saxon and Norman eras, looking for examples of change and continuity in the relationships between the church, community and authority figures

### 2 Topic 2: c1500–c1700: Crime and punishment in early modern England

Why this?

- Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.
- New definitions of crime in the sixteenth century: vagabondage and witchcraft.
- The role of the authorities and local communities in law enforcement, including town watchmen.
- The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.

Why now?

In the early modern period, students need to look at continuity from the Middle Ages in the nature of crimes, as well as changes that took place during this period and how these were linked to changes in society. Students need to cover changing definitions of crime in the sixteenth century and understand the reasons why activities were criminalised. Students should also understand that the nature of law enforcement and punishment saw significant change in the early modern period.

### 3 Topic 3: c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

Why this?

- Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.
- Increasing incidences of highway robbery, smuggling and poaching.
- The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID.
- Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry

Why now?

In the 18<sup>th</sup> and 19<sup>th</sup> centuries, students need to study continuity and change in the nature of crimes, and the varying attitudes towards them. Changing definitions of crime are also analysed. Students continue the study of the changing nature of law enforcement, and the changes in punishment in this period focuses on changing views on its purpose

### 4 Topic 4: c1900–present: Crime and punishment in modern Britain

Why this?

- Changing definitions of crime, including driving offences, race crimes and drug crimes.
- The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention.
- The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison

Why now?

In the modern period, students need to analyse continuity and change in the nature of crimes, law enforcement and punishment, focussing on the role of government, media and technology.

### 5 Topic 5: Whitechapel, c1870–c1900: crime, policing and the inner city

Why this?

A study of Whitechapel highlights the problems associated with inner city living, policing at this time and the developments and challenges to investigative policing. Public attitudes to policing and the problems associated with regional and national policing are also highlighted through the study of this historic environment.

Why now?

Whitechapel generates for the students and is an excellent case study that explores the issues of poverty and crime in Victorian London, and provides an opportunity to assess the factors that led to the infamous crimes of Jack the Ripper.

### 6 Topic 1: Queen, government and religion, 1558–69

Why this?

- The situation on Elizabeth's accession
- The 'settlement' of religion
- Challenge to the religious settlement
- The problem of Mary, Queen of Scots

Why now?

Elizabeth ascended the throne at a time of turmoil and so having a solid understanding of the issues that she faced in 1558, both nationally and personally, will provide students with a good baseline for the rest of the study. They should understand that, in the face of threats from France and within England, frequent, though unsuccessful, attempts were made throughout this period to persuade Elizabeth to take a husband and ensure the succession to the throne, breaking Tudor tradition.