

Levenshulme High School – Curriculum Map – History

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Year 7	Topic Title	How did an invasion change power in England?	Why did Church and State come into conflict?	What was life like for ordinary people in Norman England?	How different was the Medieval Arab World?		How did the Tudor monarchs impact Britain?
	NC Link	The development of Church, state and society in Medieval Britain 1066-1509			A study of a significant society or issue in world history and its interconnections with other world developments		The development of Church, State and society in Britain 1509-1745
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • What life in Anglo-Saxon England was like • Why the Normans invaded • How the Normans conquered England • How William got control 	<ul style="list-style-type: none"> • The importance of the Medieval Church • Monastic life • Conflict between Church and State with the murder of Thomas Becket 	<ul style="list-style-type: none"> • Look at life in a medieval village and town • Aspects that affect how people lived: • The Black Death and its impact • The Peasants Revolt 	A comparative study <ul style="list-style-type: none"> • Look at aspects of Islamic civilisation • Development of Arab empire and reasons for it • Development of Arabic cities – Baghdad and Cordoba • Comparison to Medieval York Clash between the Arab and European worlds – The Crusades		<ul style="list-style-type: none"> • Reformation – what religious changes took place • Poor – social change • War – Spanish Armada
	<i>Pupils should be able to do...</i>	Extract and make supported inferences from Historical Sources Assess why historical events happen and their impact Look at significance and how important an event is Write a supported historical argument	Extract and make supported inferences from Historical Sources Assess the utility and reliability of sources using knowledge Assess why historical events happen and their impact Look at significance and how important an event is Write a supported historical argument	Extract and make supported inferences from Historical Sources Assess the utility and reliability of sources using knowledge Assess how historical events affect a society (change and continuity) Write a supported historical argument	Extract and make supported inferences from Historical Sources Assess the utility and reliability of sources using knowledge Assess why historical events happen and their impact Assess how historical events affect a society (change and continuity) Look at significance and how important an event is Compare and contrast societies (similarity and difference) Write a supported historical argument		Extract and make supported inferences from Historical Sources Assess the utility and reliability of sources using knowledge Assess why historical events happen and their impact Assess how historical events affect a society (change and continuity)

							Look at significance and how important and event is Write a supported historical argument
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This unit is a start of a chronological study of British History that is done throughout KS3. It links to KS2 where many pupils have looked at the Saxons, Angles and Vikings and therefore picks up on that. It forms a grounding for the subsequent units	After focusing on the political changes of the Conquest we move on to the religious changes and how change and state came into conflict. This is picked up in KS4 is students opt to study history	From focusing on the structures of power we turn to look at ordinary people and their lives Key events such as the Magna Carta and the Black Death are also covered as links can be made for some from knowledge of KS2 learning, where students can utilise longer term knowledge but most of all looking at two events as a case study ensure students can gain depth to their study of historical periods	Students look at the Arab conquest to ensure there is a global and balanced topic coverage. This allows them to develop their awareness and understanding of the significance of religion on a wider scale, then make comparisons and links of what empires are, what differences exist between Europe and the wider world		The Tutor period provides a chronological sequence building on previous topics. It provides topic coverage a little later in the period, this is a popular topic with Y7 as they enjoy using all they have built over time learning about other monarchs to then describe, explain and evaluate a range of Tudor Monarchs – closely being able to assess and evaluate the success and failure of each one – within the society they led – at that time.
Year 8	Topic Title	How and why did power change in the 17th Century?	Had life in England moved on from the Middle Ages?	Did the creation of Empire really make Britain Great?	How are Manchester; Liverpool and the Trans-Atlantic Slave trade linked?	How did Manchester become a centre of the Industrial Revolution?	How were cities, like Manchester affected by the Industrial Revolution?
	NC Link	The development of Church, state and society in Britain 1509-1745		Ideas, political power, industry and empire: Britain, 1745-1901			
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> James I and Gunpowder Plot Charles I 	<ul style="list-style-type: none"> Restoration England Plague and Fire 	<ul style="list-style-type: none"> Causes of Empire Acquisition of Empire 	<ul style="list-style-type: none"> Life in Africa before the slave trade What is slavery? 	<ul style="list-style-type: none"> Work before the Ind Rev Causes of the Ind Rev 	<ul style="list-style-type: none"> What life in 19th Century Manchester was like

	<ul style="list-style-type: none"> • Civil War • Execution <p>The Commonwealth</p>	<ul style="list-style-type: none"> • Comparison to life in Norman England 	<ul style="list-style-type: none"> • Case study on India <p>Impact of Empire – short and long</p>	<ul style="list-style-type: none"> • Why were slaves wanted? • The slave trade • Impact of slavery – short and long 	<ul style="list-style-type: none"> • NW individuals who revolutionised work • Quarry Bank Mill as a focus for dev of factory and working conditions 	<ul style="list-style-type: none"> • Look at Cholera as a depth study • Focus on public health reform – links to GCSE
<i>Pupils should be able to do...</i>	<p>Explain the significance of different causes</p> <p>Analyse the provenance of an historical source</p> <p>Answer usefulness style questions</p>	<p>Analyse the effect of change and continuity</p> <p>Explain their opinion on Cromwell using evidence</p> <p>Compare the significance of different important events (the Great Plague and the Great Fire)</p> <p>Analyse and evaluate the long- and short-term effects of the Great Fire</p>	<p>Extract and infer information from historical sources</p> <p>Use historical sources to form an argument</p> <p>Use concept of causation to explain why the Empire happened and its impact</p>	<p>Extract and infer information from historical sources</p> <p>Use historical sources to form an argument</p> <p>Begin to recognise why things happen in History – relating to the key concept of causation</p>	<p>Explain the impact of different developments on people's lives</p> <p>Compare and contrast different working conditions for different jobs</p> <p>Assess the benefits and differences between the Domestic System and Factory System</p>	<p>Assess how the lives of people in the 19th Century changed</p> <p>Evaluate the role of government in the improvement of conditions and the start of paternalism</p>
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>This unit of work develops chronologically from the Tudors at the end of Year 7</p> <p>It also draws links by to the Norman Conquest and allows us to investigate a different type of war</p> <p>It also reinforces the religious changes that we studied in England.</p>	<p>This topic is linked directly to pupils' previous study of the outcome of The Civil War.</p> <p>This will include pupils building on knowledge that they have learned in Term One. Our study of the Plague will also link pupils learning to the Black Death in Year 7</p> <p>The increasing of Trade and discovery in Restoration London</p>	<p>This builds on the topic of the Elizabethan Age from the end of Year 7. The British had begun to build an Empire with Elizabeth giving the East India Company a monopoly on trade in India</p> <p>In this unit we look at reasons for Empire and its long- and short-term impact</p>	<p>Pupils study the Slave Trade with the skills and knowledge that they have developed regarding the British Empire. Pupils will have good understanding of the views and aims of Empire. Pupils will also have knowledge of the negative aspects of Empire from their study of India and how this links to Slavery.</p> <p>Pupils will have good grasp of Cause and Consequence and Significance and be able</p>	<p>This topic builds on the students' knowledge of the Empire and the beginning of the Industrial Revolution, however it also introduces new content by exploring the new developments of the Industrial Age which shaped the modern world we live in.</p>	<p>Students will continue their study of the Industrial Revolution by exploring the living conditions of people during this turbulent time.</p> <p>This topic will build on and consolidate student knowledge of the Industrial Revolution.</p> <p>This topic further allows students to connect the study of history to their local</p>

		It will be picked up on again when we look at forms of power in Year 9	set pupils up for as to why Britain wanted and got an Empire.	This will then link to the unit in HT4 on the trans-Atlantic Slave trade	to use this to understand what caused Slavery and it's Human and Global Impact.	This topic provides a crucial foundation to further exploring the lives and living conditions of working people at this time in England.	area, learning about Manchester's past and the lives of people here.	
Year 9	Topic Title	Did William Bridle die gloriously?	What repercussions did WW1 have for the world?	Was the rise of Hitler unique?	What happened during WW2?	Why are some events considered momentous in History?	How did people campaign for Civil Rights?	
	NC Link	Challenges for Britain, Europe and the wider world 1901 to the present day						
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> Causes of WW1 – long and short Trench warfare Commonwealth soldiers Look at impact of war on Levy using the plaque at back of hall Key events in WW1 <p>The end of the war</p>	<p>What the world was like after WW1 and its impact including:</p> <ul style="list-style-type: none"> Treaty of Versailles and its impact Votes for women in Britain Ireland Boom and Bust in America and how the Great Depression tied in with Germany and Europe 	<p>A consideration of the rise of extremism in Europe:</p> <ul style="list-style-type: none"> Mussolini Stalin Hitler <p>Then a comparative and analysis of whether or not the rise of Hitler was unique</p>	<p>A look at some of the key events of the Second World War:</p> <ul style="list-style-type: none"> Dunkirk The Battle of Britain The Blitz Pearl Harbour War in the Pacific Stalingrad EI Alamein D-Day 	<p>What makes a major event significant</p> <p>What is historical significance and how is it measured then focus on two events</p> <ul style="list-style-type: none"> The Holocaust The dropping of the Atomic Bombs 	<ul style="list-style-type: none"> How do people protest? What are civil rights Key events in Civil Rights campaign in UK and USA 	
<i>Pupils should be able to do...</i>	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p> <p>Assess why historical events happen and their impact</p>	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p> <p>Assess why historical events happen and their impact</p> <p>Assess how historical events affect a</p>	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p> <p>Assess why historical events happen and their impact</p>	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p> <p>Assess why historical events happen and their impact</p> <p>Assess how historical events affect a society (change and continuity)</p>	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p> <p>Assess why historical events happen and their impact</p>	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p> <p>Assess why historical events happen and their impact</p> <p>Assess how historical events affect a society</p>		

		<p>Assess how historical events affect a society (change and continuity)</p> <p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>	<p>society (change and continuity)</p> <p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>	<p>Assess how historical events affect a society (change and continuity)</p> <p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>	<p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>	<p>Assess how historical events affect a society (change and continuity)</p> <p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>	<p>(change and continuity)</p> <p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>
<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Continuing our chronological approach to the past, the study of World War One provides an important opportunity to begin looking at the post-industrial world and the 20th century.</p> <p>This links back to the Year 8 unit on Empire as Imperialism is a key cause of the war</p> <p>It then links on to the subsequent units as the impact of the war is looked at in HT2</p>	<p>After looking at the First World War we continue chronologically to look at how the war impacted on life in different ways and peoples.</p> <p>It links to previous topics with an analysis of the suffragette movement linking back to Year 8 work on the Industrial Revolution</p> <p>It also links to work later in the year on the Civil Rights Movement and at GCSE on America.</p>	<p>In this HT we build on the previous unit of the repercussions of WW1 to look at how, in Europe, three dictators came to power</p> <p>We also look at the impact of Hitler's rise to Power in Germany and understand how that led to war.</p> <p>This prepares students for the next two terms and the events of the war.</p>	<p>WW2 forms a large part of the nation's identity and the fight against Fascism links to our school values of democracy and free speech.</p> <p>After teaching the events of the 1930s that led to the war we then look at what happened</p> <p>We want to provide our students with an overview of the progress of the war and an understanding that it was not confined to Europe</p> <p>It will prepare then for HT5 when we focus on two significant events of the war.</p>	<p>This unit links directly to the previous unit on the Second World War. We have decided to separate them out so that we can do two emotive topics justice with the time to analyse and evaluate their significance. Also, the timing is chosen to allow for the increased maturity of students at this stage of KS3.</p> <p>These topics link to previous topics, such as slavery, where we have also looked at significant events</p>	<p>Chronologically this also follows on from WW2 and can be seen as relating to the impact of that conflict and the social change that happened.</p> <p>In this unit we aim to look at the British Civil Rights movement and how it was founded in the Post-War migration as well as how it links to the American Civil Rights Movement. This does strongly link with the British and school values of equality and equity.</p> <p>For those that do GCSE History this links to the unit on America.</p>	

Year 10	Topic Title	Health & the People	Health & the People	Norman England	Norman England	Norman England	America 1920-73 Opportunity & Inequality
	<i>Pupils should know...</i>	<p>The main developments that took place in Health in England from the Middle Ages to the Present for three main themes:</p> <ul style="list-style-type: none"> • Surgery & Anatomy • Public Health • Disease & Infection <p>They should also understand how key factors affect the development of these themes in four key time spans</p> <ul style="list-style-type: none"> • Medieval • Renaissance • Industrial • Modern 	<p>The main developments that took place in Health in England from the Middle Ages to the Present for three main themes:</p> <ul style="list-style-type: none"> • Surgery & Anatomy • Public Health • Disease & Infection <p>They should also understand how key factors affect the development of these themes in four key time spans</p> <ul style="list-style-type: none"> • Medieval • Renaissance • Industrial • Modern 	<p>The importance of the Norman Conquest and how it impacted on England. They should know the reasons behind the succession crisis and how this led to conflict between England and Normandy. Pupils should also be aware of how, once in power, King William consolidated his power and dealt with opposition from the Anglo-Saxons</p>	<p>About the wide purpose of castles in Norman England from the purely military to symbolic and residential. They should also be aware of other methods that William used in order to control the country such as:</p> <ul style="list-style-type: none"> • The Feudal System • The Domesday Book <p>Pupils should also know how these were aspects of Norman control that had both similarities and differences to Anglo-Saxon England</p>	<p>About the role of the Church in Norman England. Why after the conquest there were changes; what those changes were and the impact they had on ordinary people.</p> <p>Pupils should also know the impact the Conquest had on the lives of ordinary people living in the villages and towns of Norman England.</p>	<ul style="list-style-type: none"> • Considers the USA in the 20th Century The Economic Boom of the 20th Century • Social and Cultural developments in the 1920s • How the USA was a divided society with focus on aspects like Prohibition; Organised Crime; the KKK and racism
	<i>Pupils should be able to do...</i>	<p>Analyse historical sources using both provenance and content</p> <p>Evaluate the utility of historical sources and interpretation</p> <p>Compare and contrast development across different</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Be able to explain the difference between HOW and WHY sources are different</p> <p>Use knowledge to explain why a source was convincing</p>

		time periods and explain their significance					Be able to evaluate the relative importance of factors
	<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>We do this at the start of the GCSE course as it is one of the content heavy units which means that we have a clear run at it at this point It is also a complete difference to the content of Year 9 and the focus on modern history which is a nice change</p> <p>It does pick up on some of the content of teaching in KS3 for example the Black Death in Year 7 and 19th Century living conditions in Year 8. But in addition it builds on the historical skills and second order concepts that are taught in KS3. This then prepares them going forward to the other units. They</p>	<p>We choose to do Norman England as our second topic as that means that with Health and the people the content for Paper 2 of the exam is covered. It also builds on some of the knowledge from the previous unit</p> <p>It picks up on and develops the Norman Conquest studied in Year 7, for example claimants to the throne and the reasons for victory at Hastings. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in subsequent GCSE units</p>	<p>We choose to do Norman England as our second topic as that means that with Health and the people the content for Paper 2 of the exam is covered. It also builds on some of the knowledge from the previous unit</p> <p>It picks up on and develops the establishment of Norman Power in England studied in Year 7, for example a study of the purpose of Castles. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in</p>	<p>This is a continuation of the unit started in HT3</p> <p>It picks up on and develops the Norman Conquest studied in Year 7, for example the role of the Church in Medieval society and aspects of Medieval life. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in subsequent GCSE units</p>	<p>This is a continuation of the unit started in HT3</p> <p>It picks up on and develops the Norman Conquest studied in Year 7, for example the role of the Church in Medieval society and aspects of Medieval life. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in subsequent GCSE units</p>	<p>This is the third of our units and is new this academic year</p> <p>It builds on prior knowledge KS3 around America in the inter war years and Boom and Bust</p> <p>Skills and second order concepts previously studied continue to be refined New question types are introduced that appear in both previous and subsequent GCSE units</p>

		are also prepared in the development of their ability to answer specific GCSE Question types		subsequent GCSE units			
Year 11	Topic Title	America 1920-73 Opportunity & Inequality	America 1920-73 Opportunity & Inequality	Cold War East & West 1945-72	Cold War East & West 1945-72	Exam preparation	N/A
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> Considers the USA in the 20th Century The Economic Boom of the 20th Century Social and Cultural developments in the 1920s <p>How the USA was a divided society with focus on aspects like Prohibition; Organised Crime; the KKK and racism</p>	<ul style="list-style-type: none"> Considers the USA in the 20th Century The Economic Boom of the 20th Century Social and Cultural developments in the 1920s <p>How the USA was a divided society with focus on aspects like Prohibition; Organised Crime; the KKK and racism</p>	<p>About the transformation of the Cold War. They should look at key events from the 1960s that changed relations between the superpowers and brought the countries close to war</p> <ul style="list-style-type: none"> The Berlin Wall The Cuban Missile Crisis The Prague Spring <p>The easing of tensions and detenté</p>	<p>About the transformation of the Cold War. They should look at key events from the 1960s that changed relations between the superpowers and brought the countries close to war</p> <ol style="list-style-type: none"> The Berlin Wall The Cuban Missile Crisis The Prague Spring The easing of tensions and detenté 	<p>The content of the four key units of the GCSE:</p> <ol style="list-style-type: none"> Health and the People Norman England America: Consolidation and Expansion The Cold War East and West 	
	<i>Pupils should be able to do...</i>	Analyse historical sources using both provenance and content Be able to explain the difference between HOW and	Analyse historical sources using both provenance and content Evaluate the utility of historical sources and interpretation	Analyse historical sources using both provenance and content Evaluate the utility of historical sources and interpretation	Analyse historical sources using both provenance and content Evaluate the utility of historical sources and interpretation	Analyse historical sources and interpretations Consider the second order concepts: <ul style="list-style-type: none"> Causation 	<p>Extract and make supported inferences from Historical Sources</p> <p>Assess the utility and reliability of sources using knowledge</p>

	<p>WHY sources are different</p> <p>Use knowledge to explain why a source was convincing</p> <p>Be able to evaluate the relative importance of factors</p>	<p>Be able to evaluate the relative importance of factors</p> <p>Consider causation and the impact of events</p>	<p>Be able to evaluate the relative importance of factors</p> <p>Consider causation and the impact of events</p>	<p>Be able to evaluate the relative importance of factors</p> <p>Consider causation and the impact of events</p>	<ul style="list-style-type: none"> • Change and continuity • Significance • Chronology <p>Be able to analyse, evaluation and form judgements about historical events and periods</p>	<p>Assess why historical events happen and their impact</p> <p>Assess how historical events affect a society (change and continuity)</p> <p>Look at significance and how important and event is</p> <p>Write a supported historical argument</p>
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>This is a continuation of the unit started in HT6 of Year 10</p> <p>It builds on prior knowledge KS3 around America in the inter war years and Boom and Bust and also the Civil Rights Movement</p> <p>Skills and second order concepts previously studied continue to be refined</p> <p>New question types are introduced that appear in both previous and</p>	<p>This is a continuation of the unit started in HT6 of Year 10</p> <p>It builds on prior knowledge KS3 around America in the inter war years and Boom and Bust and also the Civil Rights Movement</p> <p>Skills and second order concepts previously studied continue to be refined</p> <p>New question types are introduced that appear in both previous and subsequent GCSE units</p>	<p>It builds on prior knowledge from KS3 when in Year 9 students study a 'cherry picked' version of the Cold War. It is built on by looking at the Cold War more holistically and the nature of the relationships between East and West</p> <p>The historical skills and second order concepts that have been developed through GCSE continue to be refined as do the question types</p> <p>By now most Question types</p>	<p>It builds on knowledge from Year 9 – notably of the Space and Arms races as well as continuing to develop the themes and concepts started in HT2</p> <p>Skills and second order concepts previously studied continue to be refined</p> <p>New question types are introduced that appear in both previous and subsequent GCSE units and these are practised throughout the unit</p>	<p>By now we have finished teaching the content of the course and so the focus turns to revision and exam preparation</p> <p>It builds on and consolidates the knowledge and skills gained over the GCSE course and prepares students for the upcoming examinations</p>	

		subsequent GCSE units		have been encountered so these are refined, but there are some new ones as well			
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