

History | Curriculum Map



Co-op Academy
Florence MacWilliams

Curriculum | Intent

Who am I? History answers this at an individual level, local level (Stoke), national level (British) and global level (UK/ Europe/ West). History is the study of stories of the past, and which stories we choose to tell play an important part in shaping who we are and where we want to go. History at Florence tells students who they are and helps them forge their identity in an ever changing world. Students are proud of their history, knowing the story of their city and proud of their heritage. Students have awareness and understanding of different histories from different societies and cultures to their own, developing them as global citizens and broadening their gaze. Students are exposed to how power can affect ordinary people living at the time, but also how those people can shape power in return. This empowers students to positively seek the change they want to see and shapes them into caring young adults. Excellence underpins history as students work with rigour to analyse events of the past and analyse evidence and opinions. Students show ambition as each year in history students will study at least one historical text woven into the curriculum, and will regularly look at how historians carry out the past through the use of sources. Students are caring as they are exposed to different stories in history, developing empathy and morals that link to the other humanities subjects and means they can support and understand others after their school journey.

History is who we are, and it is what we do. It shapes our identities for self, school and city.

	Autumn Term	Spring Term			Summer Term	
<u>How did invasion, power, empire and religion change Britain and the world until 1603?</u>						
7	<u>Why was Medieval Baghdad a golden age?</u>	<u>How did the Norman Conquest change England?</u>	<u>Who had power in Medieval England?</u>	<u>How did empires expand and collapse?</u>	<u>How did religion change the world?</u>	<u>Was Tudor England a golden age?</u>
<u>How did protest, empire, trade and religion change Britain and the world from 16th to 20th Century?</u>						
8	<u>How did the slave trade change the world?</u>	<u>How did revolutions change the world?</u>	<u>How did Empire change India?</u>	<u>How did Stoke change through time?</u>	<u>Were reforms to power "great" in the 19th century?</u>	
<u>How has government, wars, economics and rights changed Britain and the wider world?</u>						
9	<u>Was WW1 a "great" war?</u>	<u>What are ideologies?</u>	<u>Why was WW2 a turning point?</u>		<u>Why did the world split into East and West?</u>	<u>Why are rights so important?</u>

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<u>How did invasion, power and religion change Britain and the world until 1603?</u>					
7	<u>Why was Medieval Baghdad special?</u> Students start history studying indigenous histories to establish “What is history?”. Then students learn about the causes of the building of Medieval Baghdad, and the idea of the golden age. Students will use historical texts and interpretations to strengthen their ideas.	<u>How did the Norman Conquest change England?</u> In comparison to Medieval Baghdad students will study the tumultuous change of the Norman Conquest and how William I changed England. They will understand the power of the king in England and start to use sources more effectively to explain their ideas.	<u>Who had power in Medieval England?</u> Students will begin their studies on power in history. This unit focuses on the conflict between monarch and church, as well as the emerging role of ordinary people in power.	<u>How did empires expand and collapse?</u> This unit studies different empires in the medieval world. This story focuses on medieval empires such as Mongolian and West African empires, before returning to national history with the expansion of England. Students will study historical texts to shape their writing like a historian.	<u>How did religion change the world?</u> This unit focuses on the power of religion in medieval England and Europe, and eventually the change that saw religion split. Students then will look at catholic Spain as a growing empire and threat to England, studying the unification of Spain by Isabelle and Ferdinand making an important basis for knowledge developed in the next Tudor topic.
	<u>Was Tudor England a golden age?</u> This unit studies the rise of the Tudors and the idea of Tudor England as a golden age. Changes to the church, life and power are tracked by students. Students will understand how the power of religion slowly diminished as monarchs challenged power during this time.				
Careers Link	Career links made in medieval history are: Archeology Research Historian				

	Autumn Term	Spring Term	Summer Term		
<u>How did invasion, power and religion change Britain and the world until 1603?</u>					
8	<u>How did the slave trade change the world?</u> The story of the slave trade continues from the end of Y7 with the exploration of Spain and Tudor England. Students learn the stories of the enslaved, in particular Equiano Olaudah, and the protests against slavery in Jamaica.	<u>How did revolutions change the world?</u> This unit focuses on the differing revolutions in the 18th and 19th century. Students will learn about the American Revolution, French Revolution, Haitian revolution and then compare interpretations about the impact of these revolutions on the wider world.	<u>How did Empire change India?</u> Students will build on their ideas of empire formulated in Y7, by studying the birth of the British empire and focusing of the impact of empire on India. It builds on the idea of power.	<u>How did Stoke change through time?</u> This unit focuses on Stoke changing through time. Students will learn about Stoke in Ancient times, such as the role of potteries in Roman England, Stoke during the Norman Conquest and Stoke during the industrial revolution. The industrial revolution will be a focus in this topic.	<u>Were reforms to power “great” in the 19th century?</u> This unit continues the chronology of the history story of Britain. Students will be able to explain how ordinary people, government and economics can play a role in changing life. Students at the end of this topic, will be able to address the Year 8 topic question using information from all topics.
	Career links made in medieval history are: Museum curator Research Historian Law Government				

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<u>How did invasion, power and religion change Britain and the world until 1603?</u>					
9	<u>Was WW1 a "great" war?</u> This unit focused on the causes of WW1 and the significance of events during WW1 for the nation. Students will study the significance of the war on Stoke through personal stories of soldiers.	<u>What are ideologies?</u> This unit continues the historical chronology by examining the rise of fascism and communism during the interwar years. Students will explore the role and ultimate failure of international peacekeeping efforts during this period, enabling them to recognise similar trends in contemporary events.	<u>Why is WW2 a turning point?</u> This unit explores the causes and consequences of World War II, key events, and primarily focuses on its far-reaching consequences and global impacts. There will be a specific focus on the plight of Jewish populations in Europe. Students will begin to grasp the emerging East-West global divide and apply this understanding to current world news.	<u>Why did the world split into East and West?</u> This unit starts with the Holocaust as a turning point for the world. Then the unit focuses on the build up of tension between East and West into the Cold War.	<u>Why are rights so important?</u> This unit investigates the change in the USA and UK linked to race relations. The enquiry starts in the USA focusing on racism before 1950s and then the rise of the Civil Rights movement in the USA. Students will then learn about the UK Bristol Bus Boycotts to see similarities.
	Career links made in medieval history are: Historian Research Law International Relations				
Careers Link					

	Autumn Term		Spring Term		Summer Term	
AQA	Power and the People (BB Paper 2)		Power and the People (BB Paper 2)/ Elizabethan England		Elizabethan England (BB Paper 2)	
10	<u>Feudalism and Challenging Authority</u> Power and the People is the breadth topic at GCSE. Students will recap understanding of the feudal system and challenges to authority studied at KS3: Magna Carta, Peasants Revolt, and English Civil War.. This topic will focus on sources and introducing factor essays. The factors will underpin most lessons to show the links.	<u>Reform and Reformers</u> The second unit follows the chronological story of power and the people by studying the work of Chartists, Great Reform Act and the Peterloo Massacre. Students will continue to build on their source analysis skills and factor essays by showing change and continuity over time.	<u>Equality and Rights</u> The final unit ends with the suffrage movement, general strikes and 20th Century rights such as immigration, Windrush and race relations. Students will complete their learning by writing a factors question showing a broad understanding of the themes.	<u>Early Elizabeth: Governance, Religion and Plots</u> Students will recap prior KS3 learning linked to the Tudors. This will be taught in chronological order to help build students sense of past. Students will be exposed early the the skills required for the paper: essay writing in terms of significance and interpretations.	<u>Life in Elizabethan England</u> In the second Unit students will focus on if the era was a Golden age, by looking at changes in society, the difference in rich and poor, the development of exploration.	<u>Historical Environment</u> Finally students conduct an in depth study of the historical environment for that year: The Globe (2026) Hardwick Hall Kenilworth Castle (2028) The Spanish Armada (2027) These sites link to previous topic areas allowing for revision.

	Autumn Term		Spring Term		Summer Term
AQA	Conflict and Tension: Inter War Years (BB Paper 1)		Opportunity and Inequality (BB Paper 1)		Revision and Exams
11	<u>Peacekeeping</u> Conflict and Tension (inter war years) focuses on the mindset of peace after WW1 and the gradual descent and breakdown of peacekeeping into WW2. Unit 1 focuses on the end of WW1, the creation of the League of Nations, Treaty of Versailles and plants the seeds for the later failure of peacekeeping efforts.	<u>League of Nations and International tensions</u> In unit 2 students will learn about the League of Nations, its structure and the weaknesses and successes the League had in the 1920s. Students will further practice their source analysis skills. The final unit covers the rise of fascism, walks out from peacekeeping and the causes of WW2. This will enable students to judge the merits and demerits of peacekeeping.	<u>American people and the "Boom" and "Bust"</u> This topic focuses on the story of the USA from the 1920s to 1970s. This topic focuses on the roaring 1920s, the Great Depression and life in the USA. Then it shifts to American society during Depression. Students will evaluate the effectiveness of the New Deal, opposition and then the impact of WW2.	<u>Post-War America</u> This unit focuses on post-war America society and economy. This unit also focuses on racial tension in the 60s. Finally the work of Presidents Kennedy and LBJ will be examined.	



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At Co-op Academy Florence MacWilliams, colleagues and pupils work at 'PACE' ensuring pride, ambition, care, and excellence for self, school and city