Pope Francis
Catholic Multi Academy Trust

The Salesian Academy of
St. John
Bosco

History Curriculum Map

Vision Statement

The Salesian Academy of St John Bosco in accordance with Salesian principles and values aims to serve our school community by providing an education of the highest quality in which every pupil can flourish. Nurturing confidence and offering perspectives of hope, respect, understanding, affection, and humour will enable pupils to recognise that they learn `not for school, but for life'. In History, we intend to create a new generation of young historians that look at the world around them and appreciate how it has developed and grown over the last 5,000 years. We strive to give our students a sense of time and an opportunity to recognize their place in the world. We will teach skills which will encourage them to question, analyse and interpret. In the History department we challenge our students to become reflective and creative thinkers who embrace their lives with optimism, imagination and ambition so that they have the confidence, and **courage** to think for themselves. They will explore local, national and global past events, because for "those who do not know their history will be doomed to repeat it". It is hoped our students will not.

Year 7 Curriculum INTENT
The intention of the History curriculum in Year 7 is to give students a knowledge and understanding of pre- 1066 History which focuses on the first Merseysiders and the Neolithic Age. This links to the study of the Middle Ages which focuses on the development of Church, State and Society. The course ends with a thematic study of migration to and from Britain, which ask students to consider 'who were the first Britains?' In order to develop their knowledge and understanding students will be asked to collect and select information, research, investigate, analyse and attempt to write a structured account. The course encourages students to record ideas and insights through reflective annotation which in turn fosters independence in the presentation and production of their work. The course will teach students about chronology, cause and consequence, change and continuity, as well as similarity, difference and significance. Students will be asked to use evidence to find out about the past. They will adopt the 5Ws to study sources in detail and know the difference between primary and secondary evidence. They will extract information from sources, begin to comment on provenance and use evidence to support an argument. They will consider different interpretations of people and events and give simple descriptions of opposing views. In this way they will recognise that opinions people have about the past are different, but equally important.

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
The Neolithic Age Key questions: Who were the first Merseysiders? (Pre-1066 study) Local study	14	The aim of the unit is to teach an aspect of local history which will give the students a sense of how Liverpool fits in to early human history. In so doing, they will build upon skills which have been introduced in primary school such as chronology, the use of historical terminology and extended writing.	**A local historical study- a study of an aspect or site in local history dating from a period before 1066/A study in depth into a significant turning point: for example, the Neolithic Revolution.** Know and understand the history of Britain, the nature of ancient civilisation and a gain a sense of perspective when studying local history. Understand historical concepts, make connections, draw

			contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.
The Norman Conquest Key questions: Why was England a battlefield in 1066? How did William take control?	14	The aim of this unit of study is to learn about the Norman invasion of Britain and the beginning of central government and control of the whole of England. This links to the Neolithic era because students will have learned how hunter gatherers began to settle down and thus began the evolution of the more familiar concepts of government, law, work, trade, conflict and disease.	**The development of Church, state and society in Medieval Britain 1066-1509.** Know how Britain has influenced and been influenced by the wider world. Understand terms such as, 'parliament' and 'peasantry.' Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.

Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Religion in Medieval England Key questions: why was the church so important in people's lives? Why was the Archbishop of Canterbury murdered?	12	This topic explores the importance of the Church during the Norman era and the influence it had over the lives of ordinary people. Students will analyse the conflict between Church and State which culminated in the murder of Thomas Becket. The unit links to the Norman invasion because it explores the ideas of control, power and influence.	**Pupils should be taught about: The development of Church, state and society in Medieval Britain 1066-1509.** Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured

			accounts. Understand the methods of historical enquiry.
Who were England's medieval monarchs? Key questions: what happened to medieval monarchs? How important were medieval queens? How powerful were English monarchs?	12	This topic explores the development of the idea of monarchy and considers why there were no ruling Medieval Queens. This is linked to final part of the previous unit on Henry II because it looks at what makes a good Medieval King. Students will be asked to make comparisons between strong Medieval queens such as Matilda and Eleanor of Aquitaine and ruling Medieval monarchs. The unit thus analyses the gender disparity when it comes to government and power.	**Pupils should be taught about: The development of Church, state and society in Medieval Britain 1066-1509.** Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.

Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Was 1348 the end of the world? Key questions: What were the causes, symptoms, effects? What was it like to live in the shadow of the Black Death? Why did the peasants revolt?	12	This topic is the final part of the unit of study which focuses on the Medieval era. It is linked to previous topics because it analyses societal changes during this era whereas previous topics have focused on Invasion, Church and State. Students will consider how major events such as a pandemic can bring about change.	**Pupils should be taught about: the development of Church, state and society in Medieval Britain 1066-1509-** Example-The Black Death and its social and economic impact ♣ the Peasants' Revolt
What is 'Thematic History?' Key questions: What is migration? What do you remember? (Homo Sapiens, Celts, Romans, Angles, Saxons, Vikings) What drove people to migrate? How have migrants changed Britain?	14	The final topic brings the whole course together because it looks at how the effects of early migration and invasion have contributed to the development of modern Britain. Therefore, students will reassess what they have studied throughout the whole course by evaluating who had the most influence in shaping the Britain that we know today.	**Pupils should be taught the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.** Example- a study of an aspect of social history, such as the

			impact through time of the migration of people to, from and within the British Isles

Year 8 Curriculum INTENT
The intention of the History curriculum in Year 8 is to give students a knowledge and understanding of the early Modern period c1509-c1901. The unit is a chronological continuation of the Year 7 course of study because it addresses the development of the Church, State and Society in Middle Ages. The focus is on challenges to the Catholic Church, challenges to the monarchy including the English Civil War, the Enlightenment, the Atlantic Slave Trade, the Industrial Revolution and it ends with a case study about Jack the Ripper, which asks students to consider why the serial killer wasn't caught? As in Year 7, students will be asked to collect and select information, research, investigate, analyse and write structured accounts. Students will be encouraged to record ideas and insights through reflective annotation which will fosters] independence in the presentation and production of their work. The course will teach students about chronology, cause and consequence, change and continuity, as well as similarity, difference and significance. Students will be asked to use evidence to find out about the past. They will adopt the 5Ws to study sources in detail and know the difference between primary and secondary evidence. They will extract information from sources, begin to comment on provenance and use evidence to support an argument. They will consider different interpretations of people and events and give simple descriptions of opposing views. In this way they will recognise that opinions people have about the past are different, but equally important.

Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
The Reformation and its consequences Challenges to the Catholic church Key questions: Was the Reformation a good thing? Who won Catholics or Protestants? Prior knowledge from year 7- the development of Church, state and society in Medieval Britain 1066-1509	14	The unit begins with the reasons for the English reformation and the consequences of England's break with Rome. The course continues the themes begun in Year 7 which explore what makes a good monarch, the importance of the religion and the development of Church, State and Society in Britain.	**Pupils should be taught about: The development of Church, state and society in Britain 1509-1745.** Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.
Challenges to the Monarchy Key questions: Why did Catholics try to kill their King in 1605? Why did the English fight the English in 1642? What were the differences between Roundheads and Cavaliers? Why did the English kill their king? Prior Knowledge- Norman Conquest **Extending breadth and depth:** Chronology 2nd order concepts Use of evidence Interpretations and judgments Historical terminology Extended writing	14	The topic focuses on internal challenges to the English monarchy. Students will be asked to consider why it was under threat. Again, the ideas of what makes a good king or Queen are explored as well as how Church, State and Society developed. This topic looks in particular into the growing power of Parliament and the predominance of Protestantism.	**Pupils should be taught about: The development of Church, state and society in Britain 1509-1745.** Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.

Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
The Restoration of the Monarchy Key questions: Why were kings back in fashion by 1660? What made Restoration London exciting? Who ran the country: king or parliament? How modern was England by 1789? Prior Knowledge- Tudors and Stuarts **Extending breadth and depth:** Chronology 2nd order concepts Use of evidence Interpretations and judgments Historical terminology Extended writing	12	The aim of this topic is to learn about the social challenges which faced England when the monarchy was restored, as well as how religious conflict and differences still continued to plague the government. The same themes run through the course: what makes a good monarch, the growing power of Parliament and state-endorsed religious intolerance and persecution.	**Pupils should be taught about: The development of Church, state and society in Britain 1509-1745.** Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.
The Slave Trade Key questions: what was it like to be involved in the slave trade? Why was the slave trade abolished? Prior knowledge- Society **Extending breadth and depth:** Chronology 2nd order concepts	12	This unit flows chronologically from the domestic affairs of the Tudors and Stuarts to the growing power of England internationally. This part of the course looks at the impact of the transatlantic slave trade from the wealth and prosperity in England to the devastation of West African nations. The focus is on the human impact of the slave trade.	**Pupils should be taught about: Ideas, political power, industry and empire: Britain, 1745-1901** Examples-Britain's transatlantic slave trade: its effects and its eventual abolition. Understand historical concepts, make connections, draw contrasts, analyse trends, frame

Use of evidence Interpretations and judgments Historical terminology Extended writing			historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
The British Empire Key questions: how did the British Empire develop? Who benefitted from the British Empire?		This part of the course continues the focus on international affairs. In particular the growth of the British empire. The emphasis is on the economic, political and social impact of Britain's policy of imperialism.	Ideas, political power, industry and empire: Britain, 1745-1901- Example, the development of the British Empire with a depth study (for example, of India)
The Industrial Revolution Key questions: What was the Industrial Revolution? Would you have survived the Industrial Revolution? Did the Industrial Revolution bring only progress and improvement?		The course continues chronologically ending the previous topic with British rule in India in the nineteenth century and beginning this one by looking at how Britain changed domestically during this era. The topic examines the change from living and working in the countryside to migration to towns and the development of cities. Again, the emphasis is on the impact of this change.	Ideas, political power, industry and empire: Britain, 1745-1901- Example, Britain as the first industrial nation – the impact on society.

Year 9 Curriculum INTENT

The intention of the History curriculum in Year 9 is to give students a knowledge and understanding of the challenges for Britain, Europe and the wider world 1901-present day. The focus is on universal suffrage in Britain, WW1, the causes of WW2 including the rise of communism, fascism, the Holocaust and the Cold War. The course will end with a unit about the best way to bring about change. As in Year 7 and 8, students will be asked to collect and select information, research, investigate, analyse and write structured accounts. Students will be encouraged to record ideas and insights through reflective annotation which will fosters independence in the presentation and production of their work. The course will teach students about chronology, cause and consequence, change and continuity, as well as similarity, difference and significance. Students will be asked to use evidence to find out about the past. They will adopt the 5Ws to study sources in detail and know the difference between primary and secondary evidence. They will extract information from sources, comment on provenance and the use of evidence to support an argument. They will consider different interpretations of people and events and give simple descriptions of opposing views. In this way they will recognise that opinions people have about the past are different, but equally important.

Year 9 Curriculum Map – Autumn

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Getting the vote Key questions: How democratic was Britain in the 19th century? What's the truth about Victorian women? How did women get the vote? How much more democratic was Britain by 1928? Prior knowledge- The growing power of Parliament ***Breadth and depth, encouraging independent research*** **Consolidating** Chronology 2nd order concepts Use of evidence Interpretations and judgments Historical terminology Extended writing	14	The Year 9 course of study continues chronologically from the Industrial Revolution which looks at how the move from small rural communities to the expanding industrial cities affected the lives of ordinary people, to the legal changes which transpired as a result of the growing demand for representation and fairness in government. Therefore, the focus of this topic is how democracy developed in Britain.	**Pupils should be taught about: Ideas, political power, industry and empire: Britain.** Party politics, extension of the franchise and social reform. Women's suffrage. Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.
Causes of WW1 Key questions: Why did WWI start? What was WW1 like? Prior Knowledge- Norman Conquest, English Civil War. ***Breadth and depth, encouraging independent research*** **Consolidating** Chronology 2nd order concepts Use of evidence Interpretations and judgments Historical terminology Extended writing	14	The course progresses chronologically from the previous topic which ended with the extension of the vote for some women as a result of their efforts during WW1 to the causes of WW1. It then proceeds to the events, consequences and significance of the war.	**Pupils should be taught about: Challenges for Britain, Europe and the wider world 1901 to the present day.** The First World War. Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
WWII Key questions: How did new ideas cause conflict? What is communism? What is fascism? How did new ideas lead to WWII? Prior Knowledge- causes of conflict eg, Peasant's Revolt ***Breadth and depth, encouraging independent research*** **Consolidating** Chronology 2nd order concepts Use of evidence Interpretations and judgments Historical terminology Extended writing	12	The focus of the topic is the causes of WW11, in particular how new ideologies led to tension and conflict. The course of study links with the end of WW1 and the peace treaty which ended the war, to the outbreak of WWII. The unit then proceeds to the main events of the war.	**Pupils should be taught about: The inter-war years: the rise of dictators. The Second World War.** Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.
The Holocaust Key questions: To what extent were Jews persecuted before the Holocaust? How were the Nazis able to implement the 'Final Solution'? Prior knowledge- Role of religion in conflict, slave trade, the rise of dictatorships and 'the making of a monster.'	12	The unit flows seamlessly to the next topic which focuses on one of the main events of WWII and links to the development of ideologies which led to the war. This part of the unit is about how prejudice, intolerance and ignorance can be passed on through time periods and generations resulting in persecution and genocide.	**Pupils should be taught about: The challenges for Britain, Europe and the wider world 1901 to the present day.** Example-The Holocaust. Understand historical concepts, make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured

Breadth and depth, encouraging independent research **Consolidating** Chronology 2nd order concepts Use of evidence Interpretations and judgments Historical terminology Extended writing			accounts. Understand the methods of historical enquiry.

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
The Cold War Key questions: How do you fight a 'Cold War'? What has caused conflict in the 20th century?		The unit proceeds chronologically from the end of WWII to the beginning of the Cold War. The topic focuses on the main events of this period, including the cause of tensions between the USA and the USSR and the consequences of their distrust.	At least one study of a significant society or issue in world history and its interconnections with other world developments.
Bringing about change Key question- What's the best way to bring about change?		The unit brings this course of study to end by looking back at some of the events which students have studied this academic year, as well as events from previous years. The focus is to analyse the main theme which underpins the History national curriculum: how change is brought about.	Social, cultural, and political change in Britain/ a significant issue in world history and its interconnections with other world developments.

Year 10 Curriculum INTENT
The aims and objectives of the Edexel GCSE History qualification are to enable students to: ● develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience ● engage in historical enquiry to develop as independent learners and as critical and reflective thinkers ● develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context ● develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them ● organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. Students will study two depth studies, a period study, an historic environment and a thematic study.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Key topic 1: The origins of the Cold War, 1941–58, Key topic 2: Cold War crises, 1958–70.		This period study about Superpower relations and the Cold War c1941-c1991 requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics. The topics run in chronological sequence to help students appreciate the narrative connections that run across the period.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a period study of at least 50 years.
Key topic 2: Cold War crises, 1958–70, Key topic 3: The end of the Cold War, 1970–91		This period study about Superpower relations and the Cold War c1941-c1991 requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics. The topics run in chronological sequence to help students appreciate the narrative connections that run across the period.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a period study of at least 50 years.

Year 10 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Crime and Punishment through time, c1000-present requires students to understand how key features in the development of crime and punishment were linked with the key features of society in Britain. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and		Crime and punishment through time is a thematic study which requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. It includes people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. The study begins with an introductory section called 'The process of change.' This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content. This content is then divided into four	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a depth study covering a substantial span and the historic environment through the study of a particular site in its historical context.

institutions (Church and government); and science and technology. They should also understand how factors worked together to bring about particular developments at particular times. The selected case studies in each period exemplify, in context, the elements which define change. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.		further sections, which run sequentially from medieval to the present day.	
c1900–present: Crime and punishment in modern Britain, Whitechapel, c1870–c1900: crime, policing and the inner city.		Crime and punishment through time is a thematic study which requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. It includes people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. The study begins with an introductory section called 'The process of change.' This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content. This content is then divided into four further sections, which run sequentially from medieval to the present day.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a depth study covering a substantial span and the historic environment through the study of a particular site in its historical context.

Year 10 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Key topic 1: Queen, government and religion, 1558–69/ Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88.		This period study: Early Elizabethan England, 1558–88 focuses on a substantial and coherent medium time span of at least 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics, which provide a framework for teaching and	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to

		understanding the option. These run in chronological sequence so that students appreciate the narrative connections that run across the key topics.	study a depth study covering a substantial span and the historic environment through the study of a particular site in its historical context.
Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88/ Key topic 3: Elizabethan society in the Age of Exploration, 1558–88.		This period study focuses on a substantial and coherent medium time span of at least 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics, which provide a framework for teaching and understanding the option. These run in chronological sequence so that students appreciate the narrative connections that run across the key topics.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a depth study covering a substantial span and the historic environment through the study of a particular site in its historical context.

Year 11 Curriculum INTENT
The aims and objectives of the Edexel GCSE History qualification are to enable students to: ● develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience ● engage in historical enquiry to develop as independent learners and as critical and reflective thinkers ● develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context ● develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them ● organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. Students will study two depth studies, a period study, an historic environment and a thematic study.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Key topic 1: The origins of the Cold War, 1941–58, Key topic 2: Cold War crises, 1958–70.		This period study about Superpower relations and the Cold War c1941-c1991 requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics. The topics run in chronological sequence to help students appreciate the narrative connections that run across the period.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a depth study covering a substantial span and an historic environment through the study of a particular site in its historical context.
Key topic 2: Cold War crises, 1958–70, Key topic 3: The end of the Cold War, 1970–91		This period study about Superpower relations and the Cold War c1941-c1991 requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics. The topics run in chronological sequence to help students appreciate the narrative connections that run across the period.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a depth study covering a substantial span and the historic environment through the study of a particular site in its historical context.

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Crime and Punishment through time, c1000-present requires students to understand how key features in the development of crime and punishment were linked with the key features of society in Britain. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology. They should also understand how factors worked together to bring about particular developments at particular times. The selected case studies in each period exemplify, in context, the elements which define change. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.		This period study about Superpower relations and the Cold War c1941-c1991 requires students to understand the unfolding narrative of substantial developments and issues associated with the period. The content is divided into three key topics. The topics run in chronological sequence to help students appreciate the narrative connections that run across the period. Crime and punishment through time is a thematic study which requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. It includes people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. The study begins with an introductory section called 'The process of change.' This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content. This content is then divided into four further sections, which run sequentially from medieval to the present day.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a period study of at least 50 years.
c1900–present: Crime and punishment in modern Britain, Whitechapel, c1870–c1900: crime, policing and the inner city.		Crime and punishment through time is a thematic study which requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. It includes people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history. The study begins	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a period study of at least 50 years.

		with an introductory section called 'The process of change.' This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content. This content is then divided into four further sections, which run sequentially from medieval to the present day.	

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
GCSE History 9-1 Revision: Paper 1 Historic environment- Crime and punishment in modern Britain, Whitechapel, c1870–c1900: crime, policing and the inner city. Paper 2 Period study- Superpower relations and the Cold War c1941-c1991. Early modern British depth studies- Early Elizabethan England, 1558–88. Paper 3 Modern non-British depth study- – Weimar and Nazi Germany, 1918–39 .		The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History consists of three externally examined papers. The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG). Students must complete all assessments in May/June in any single year.	This GCSE complies with the requirements specified by the Department for Education (DfE) in its document History GCSE subject content (published April 2014). This requires students to study a period study of at least 50 years.