



History





KEVI HWGA Curriculum Map

Curriculum Purpose:

	Beyond KEVI HWGA:	History offers a number of pathways for students leading onto further study in History or related subjects such as Law, English and Philosophy in Higher Education. Those who study History should be experienced in applying lessons of the past to help resolve problems of the present, and have the ability to apply an analytical mind set to all kinds of situations and challenges. These problem-solving and analytical skills are relevant in every industry that has a focus on current societies and future developments, particularly in the fields of business, politics, and academia. Those with a passion for the subject often end up in careers such as banking and commerce, law, journalism, museums and galleries, teaching and a wide variety of social work and careers in the Civil Service.
Context	KS5	Students who go on to study History at A-Level at KEVI HWGA will deepen their knowledge of historical themes and concepts in British and World History and the debates within the discipline. Students are given the tools and guidance to become independent learners and prepare them for future study and work-based settings. We follow the OCR History A level course in studying some of the most significant events of the last five hundred years and how they have shaped the world around us. Students are expected to become critical and reflective thinkers, capable of forming their own explanations and justifying these as they progress through their studies.
	KS4	At GCSE students build upon and reinforce the sequence of learning from their Key Stage 3 History studies. Our curriculum follows the Pearson Edexcel GCSE (9-1) History qualification. The curriculum has been constructed so that students can understand the methods of historical enquiry, including how evidence (sources and interpretations) can be used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Students should also gain an increasing historical perspective by being able to place their growing knowledge into different contexts understanding the connections between local, regional, national and international history, and between cultural, economic, military, political, religious and social history, and between long and short term timescales, with a consideration of change and continuity over the last 1000 years.
	KS3	Students in Year 7 are introduced to the essential Historical skills and features at the beginning of their studies before going onto explore these concepts in greater depth through thematic studies of particular periods of British and World History across Year's 7 to 9. They begin recognising and discussing the characteristics of different historical periods, analysing historical interpretations and working with sources of historical information to make well reasoned judgements. The focus of the History curriculum is broadly chronological. Students complete a number of topics in each year that are based on a key enquiry question for the students to work towards. Key Stage 3 History continues to be an important part of enabling the girls who study with us to ask important questions, develop empathy through understanding of other cultures and traditions and act as good global citizens who engage positively in their communities and beyond. KS3 History at KEVI HWGA finishes with two breadth units that help contextualise students learning of chronology from another perspective these are how migration shaped Britain and how crime and punishment has changed over time.

KS1/2	The History curriculum at KEVI HWGA seeks to build upon, but does not rely on, any specific study of History at KS1 and 2. All students will have had some exposure to historical concepts such as change and continuity, significance and the value of evidence which will be reinforced during their studies at Secondary School. Students will build upon their understanding of past civilisations of Britain and elsewhere prior to 1066, completing chronology challenges to recall and extend their knowledge of different historical periods. Depth studies will seek to allow students to make comparisons across different periods of time building upon those already studied to give them a coherent narrative of the History of Britain and the World.
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 <p style="text-align: center;">KEVI HWGA Curriculum Map</p> 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p><i>Civil Rights in the USA:</i></p> <p><i>Role of African Americans</i></p> <p><i>Native American Indians</i></p> <p><i>NEA: Students to complete research and plans for coursework</i></p>	<p><i>Civil Rights in the USA:</i></p> <p><i>Role of African Americans</i></p> <p><i>Native American Indians</i></p> <p><i>NEA: Students to analyse historians views and research to write first draft of coursework</i></p>	<p><i>Civil Rights in the USA:</i></p> <p><i>Trade Union and Labour Rights</i></p> <p><i>Women</i></p> <p><i>NEA: Students to respond to feedback provided and submit final coursework to be marked and moderated.</i></p>	<p><i>Civil Rights in the USA:</i></p> <p><i>Depth study: Civil Rights in Guided Age</i></p> <p><i>The New Deal and Civil Rights</i></p> <p><i>Malcolm X and Black Power</i></p>	<p><i>Revision and consolidation activities</i></p>	<p><i>Exams</i></p>
Key Concepts	<p>Power</p> <p>Change over time</p> <p>Cause and consequence</p> <p>Perspective</p> <p>Significance</p> <p>Persecution</p> <p>Democracy</p>	<p>Power</p> <p>Change over time</p> <p>Cause and consequence</p> <p>Perspective</p> <p>Significance</p> <p>Persecution</p> <p>Democracy</p>	<p>Power</p> <p>Change over time</p> <p>Cause and consequence</p> <p>Perspective</p> <p>Significance</p> <p>Persecution</p> <p>Democracy</p>	<p>Power</p> <p>Change over time</p> <p>Cause and consequence</p> <p>Perspective</p> <p>Significance</p> <p>Persecution</p> <p>Democracy</p>	<p>Power</p> <p>Change over time</p> <p>Cause and consequence</p> <p>Perspective</p> <p>Significance</p> <p>Persecution</p> <p>Democracy</p>	
HPL ACPS	<p><i>Big Picture Thinking</i></p> <p><i>Intellectual Confidence</i></p>	<p><i>Big Picture Thinking</i></p> <p><i>Intellectual Confidence</i></p>	<p><i>Big Picture Thinking</i></p> <p><i>Intellectual Confidence</i></p>	<p><i>Big Picture Thinking</i></p> <p><i>Intellectual Confidence</i></p>	<p><i>Big Picture Thinking</i></p> <p><i>Intellectual Confidence</i></p>	

	<i>Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	
VAs	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	
Feedback & Assessment	<i>Key knowledge and content assessed regularly to be able to build knowledge over the main units</i>	<i>Students to complete Mock papers from previous y12 units to check student understanding of Historical skills</i>	<i>Students to complete 20 mark knowledge based essay on Civil Rights from units that have been completed</i>	<i>Students to complete 30 mark interpretation questions on the in depth studies</i>	<i>A range of exam questions from all three units to be completed</i>	
EDI	Equality Protests Race	Equality Protests Democracy	Equality Protests Races Gender	Gender Social classes Democracy Equality Protest		
Careers	Politics, Member of Parliament, Politics teacher, charity sector, local council					
Year 12	<i>England 1485-1547: The Early Tudors The Government of Henry VII Democracy and Dictatorships in Germany 1919-1963 The establishment and development of the</i>	<i>England 1485-1547: The Early Tudors Henry VII's foreign policy Democracy and Dictatorships in Germany 1919-1963 The establishment and development of the</i>	<i>England 1485-1547: The Early Tudors Henry VIII and Wolsey The Reign of Henry VIII after 1529 Democracy and Dictatorships in Germany 1919-1963 The establishment of the Nazi Dictatorship and its</i>	<i>England 1485-1547: The Early Tudors Mid Tudor Crisis Democracy and Dictatorships in Germany 1919-1963 The establishment of the Nazi Dictatorship and its</i>	<i>NEA : Research and preparation Democracy and Dictatorships in Germany 1919-1963</i>	<i>NEA : Research and preparation Democracy and Dictatorships in Germany 1919-1963</i>

	<i>Weimar Republic: 1919–Jan 1933</i>	<i>Weimar Republic: 1919–Jan 1933</i>	<i>domestic policies Feb 1933–1939</i>	<i>domestic policies Feb 1933–1939</i>	<i>The impact of war and defeat on Germany: 1939–1949</i>	<i>Divided Germany: The Federal Republic and the DDR 1949–1963</i>
Key Concepts	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy
<i>HPL ACPs</i>	<i>Big Picture Thinking</i> <i>Intellectual</i> <i>Confidence</i> <i>Intellectual</i> <i>Playfulness</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i>	<i>Big Picture Thinking</i> <i>Intellectual</i> <i>Confidence</i> <i>Intellectual</i> <i>Playfulness</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i>	<i>Big Picture Thinking</i> <i>Intellectual</i> <i>Confidence</i> <i>Intellectual</i> <i>Playfulness</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i>	<i>Big Picture Thinking</i> <i>Intellectual</i> <i>Confidence</i> <i>Intellectual</i> <i>Playfulness</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i>	<i>Big Picture Thinking</i> <i>Intellectual</i> <i>Confidence</i> <i>Intellectual</i> <i>Playfulness</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i>	<i>Big Picture Thinking</i> <i>Intellectual</i> <i>Confidence</i> <i>Intellectual</i> <i>Playfulness</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i>
VAAAs	Collaborative Practice Enquiring Perseverance	Collaborative Practice Enquiring Perseverance	Collaborative Practice Enquiring Perseverance	Collaborative Practice Enquiring Perseverance	Collaborative Practice Enquiring Perseverance	Collaborative Practice Enquiring Perseverance
Feedback & Assessment	<i>Key knowledge and content assessed regularly to be able to build knowledge over the main units</i>	<i>Students to complete exam style questions from the first sub units for Germany and the Tudors</i>	<i>Students to complete exam style questions from the first sub units for Germany and the Tudors</i>	<i>Students to begin answering source based questions from the Tudors unit on the Mid Tudor crisis</i> <i>Practise of 10/20 mark Questions from both units</i>	<i>Students to begin answering source based questions from the Tudors unit on the Mid Tudor crisis</i>	Full paper on Germany and the Tudors for Finals.

					<i>Practise of 10/20 mark Questions from both units</i>	
EDI	Democracy Monarchy Equality	Foreign policy and international relations	Foreign policy and international relations Dictatorships	<i>Gender Monarchy/ Being an heir</i>	War Peace Unity International relations	Peace Unity International relations
Careers	Politics, Member of Parliament, diplomat, foreign ambassador, Museum curator, education officer					
Year 11	The American West. C1835-c1895 KT1: The Early settlement of the West, c1835-c1862 KT2: Development of the Plains, c1862-c1876	The American West, c1835-c1895 KT3: Conflict and conquest, c1876-1895 Weimar and Nazi Germany, 1918-1939 The Weimar Republic, 1918-1929	Weimar and Nazi Germany, 1918-1939: Hitler's rise to power, 1919-33 Weimar and Nazi Germany, 1918-1939: Nazi control and dictatorship, 1933-39	Weimar and Nazi Germany, 1918-1939: Nazi control and dictatorship, 1933-39 Weimar and Nazi Germany, 1918-1939: Life in Nazi Germany, 1933-39	Revision activities	Exams
Key Concepts	Power Change over time Cause and consequence Perspective Significance	Power Change over time Cause and consequence Perspective Significance	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy		
HPL ACPs	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation</i>		

	<i>Generalisation Connection Finding</i>	<i>Generalisation Connection Finding</i>	<i>Generalisation Connection Finding</i>	<i>Generalisation Connection Finding</i>		
VAs	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>		
Feedback & Assessment	<p>The American West: Explain two consequences of (8 mark question)</p> <p>Write a narrative account (8 mark question)</p> <p>Individual feedback provided for students</p>	<p>Early Elizabethan England full paper with American West Paper (Paper 2).</p> <p>Individual feedback will be provided for the students</p>	<p>Weimar and Nazi Germany:</p> <p>4 Mark inference Questions</p> <p>12 mark explain why</p> <p>8 Mark how useful</p>	<p>Weimar and Nazi Germany:</p> <p>4 mark – What is the main difference between the interpretations</p> <p>4 Mark – why are the interpretations different</p> <p>16 Mark – How far do you agree with interpretation X?</p>		
EDI	<p>Equality Democracy Diversity</p>	<p>Equality Democracy Diversity</p>	<p>Equality Democracy Dictatorship Women</p>	<p>Persecution of minorities Marginalisation Stereotypes Dictatorship</p>		
Careers	Historian, investigator, museum curator, biographer, journalist					
Year 10	<p>Medicine through time: Medicine in medieval England</p> <p>The Medical Renaissance in England</p>	<p>Medicine through time: Medicine in the 18th and 19th – century Britain</p>	<p>Medicine through time: c1900-present: Medicine in modern Britain</p> <p>British sector of the Western front, 1914-18: injuries, treatments and the trenches</p>	<p>Queen, government and religion, 1558-69</p>	<p>Challenges to Elizabeth at home and abroad, 1569-88</p>	<p>Elizabethan society in the Age of Exploration, 1558-88</p>

Key Concepts	<p>Change over time Cause and consequence Perspective Significance Similarity and difference</p>	<p>Change over time Cause and consequence Perspective Significance Similarity and difference</p>	<p>Change over time Cause and consequence Perspective Significance Similarity and difference</p>	<p>Power Similarity and difference Cause and consequence Significance Democracy</p>	<p>Power Similarity and difference Cause and consequence Significance Democracy</p>	<p>Power Similarity and difference Cause and consequence Significance Democracy</p>
<i>HPL ACPs</i>	<p><i>Big Picture Thinking</i> <i>Intellectual Confidence</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i></p>	<p><i>Big Picture Thinking</i> <i>Intellectual Confidence</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i></p>	<p><i>Big Picture Thinking</i> <i>Intellectual Confidence</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i></p>	<p><i>Big Picture Thinking</i> <i>Intellectual Confidence</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i></p>	<p><i>Big Picture Thinking</i> <i>Intellectual Confidence</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i></p>	<p><i>Big Picture Thinking</i> <i>Intellectual Confidence</i> <i>Seeing alternative perspectives</i> <i>Self-regulation</i> <i>Generalisation</i> <i>Connection Finding</i></p>
VAA s	<p><i>Collaborative Practice</i> <i>Enquiring</i> <i>Perseverance</i></p>	<p><i>Collaborative Practice</i> <i>Enquiring</i> <i>Perseverance</i></p>	<p><i>Collaborative Practice</i> <i>Enquiring</i> <i>Perseverance</i></p>	<p><i>Collaborative Practice</i> <i>Enquiring</i> <i>Perseverance</i></p>	<p><i>Collaborative Practice</i> <i>Enquiring</i> <i>Perseverance</i></p>	<p><i>Collaborative Practice</i> <i>Enquiring</i> <i>Perseverance</i></p>
Feedback & Assessment	<p>Medicine through time:</p>	<p>Medicine through time:</p>	<p>Medicine through time: Western Front:</p>	<p>Early Elizabethan England:</p>	<p>Early Elizabethan England:</p>	<p>Early Elizabethan England:</p>

	<i>Self-regulation Generalisation Connection Finding</i>	<i>Self-regulation Generalisation Connection Finding</i>	<i>Self-regulation Generalisation Connection Finding</i>	<i>Self-regulation Generalisation Connection Finding</i>	<i>Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation</i>
VAAAs	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>
Feedback & Assessment	- WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve
EDI	Protest, equality, Freedom, activists, Martin Luther King, Malcolm X and Rosa Parks	Protest, equality, freedom, activists, Alan Turing, Stonewall riots, same sex marriage	Alliances in WW2, role of women, role of Empire	Antisemitism throughout History, treatment of minority groups, misconceptions about the holocaust and how it should be remembered	Migration, equality, changes to society, treatment of groups in society, stereotypes	Treatment of civilians, equality, law and order, prosecution
Careers	Paralegal, Citizens advice Bureau, museum curator, librarian, researcher, historian, documentary maker, journalist, exhibitionist, anchorist.					
Year 8	What was life like in Tudor England?	How much did England change in the 1600s?	What was the Trans-Atlantic Slave Trade?	What impact did the British Empire have on its colonies?	How did the Industrial Revolution change Britain?	Was a war at the turn of the century inevitable?
Key Concepts	Power Similarity and difference	Power Similarity and difference	Similarity and difference	Power Similarity and difference Change over time	Power Similarity and difference	Power Similarity and difference

	Change over time Cause and consequence Perspective	Change over time Cause and consequence Perspective Significance	Change over time Cause and consequence Perspective Significance Persecution	Cause and consequence Perspective Significance Persecution Democracy	Change over time Cause and consequence Perspective Significance Persecution Democracy	Change over time Cause and consequence Perspective Significance Persecution Democracy
<i>HPL ACPs</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>
<i>VAAAs</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>
Feedback & Assessment	- WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve
Year 7	How and why did sanitation change in Britain through time?	How did migration change early England?	How did the Norman Conquest change England?	What were the Crusades and what impact did they have?	What was life like Medieval England?	Who was the best medieval king?

EDI	Social classes and hierarchy, marginalised, equity, accessibility, assimilation	Assimilation, cultural identity, diversity, equality and equity.	Conquered, hostility, assimilation, exclusion, predominance	Religious divisions, assimilation, accountability, tensions, cultural identity	Social class, hierarchy, oppression, divisions, accessibility	Gender divide, power, social divisions, dominance, religion, royalty
Careers	Water analyst, heritage manager, academic researcher, genealogist, tour guide, historical site manager, political analyst					