**|Ormiston Park Academy Curriculum Map (Yrs 7-11) Department: History Curriculum Leader: Daniel Hayes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| Year 11 | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study**   * What happened with Congress and the ‘Dixiecrats’? * What were the Greensboro sit-ins? * Who were the Freedom Riders? * Who was James Meredith? * What progress had been made by 1962? * What happened in Birmingham, Alabama? * Why was there a march on Washington? * What happened with the Freedom Summer and why were there Mississippi murders? * What role did President Kennedy play? * What happened with President Johnson and the Civil Rights Act of 1964? * How did Selma help influence the implementation of the Voting Rights Act? * Revision * **End of half-term assessment** | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study**   * How do we understand interpretations? * What was the role of Malcolm X? * Who was Stokely Carmichael and what was the emergence of Black Power? * What happened at the 1968 Mexico Olympics? * What was the Black Panther movement? * Why were there riots between 1965-67 and what was the Kerner report of 1968? * What was King’s campaign in the North? * Why was MLK assassinated? * How had Civil Rights progressed by 1975? * Revision * **End of half term assessment/Mock exams** | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study**   * What were the origins of the Vietnam conflict? * How did US involvement become greater under Eisenhower? * Why was there greater involvement under Kennedy? * Why was there an escalation of conflict under President Johnson? * How do we answer a utility question? * What tactics did the Vietcong use? * What were the US methods of fighting war? * What was the Tet Offensive in 1968? * How do we answer an inference question? * Revision * **End of half term assessment** | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study**   * What were Nixon’s policies? * Where did the war spread to? * What opposition was there to the war? * What support was there for the war? * How do we answer a question on causation? * What happened during the Peace Process? * What were the economic and human costs of the war for the USA? * What were the strengths and weaknesses of the North Vietnamese/Vietcong? * What were the strengths and weaknesses of the US armed forces? * What was the impact of opposition to the war in the USA? * Revision * **End of unit assessment/Mock exams** | **Key Content: Revision** | **Key Content: Revision/Exams** |
|  | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key skills:**  All skills across four papers.  Mind-mapping.  Flipped learning.  Exam practice.  Peer and self-marking.. | **Key Skills:**  All skills across four papers.  Mind-mapping.  Flipped learning.  Exam practice.  Peer and self-marking. |
|  | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes |
| **Year 10** | **Key Content: Henry VIII (Paper 2, part 1) – British depth Study**   * Who was Henry VIII and his six wives? (retrieval and recall) * What was England and society like in 1509? (retrieval and recall) * What was Henry like as a king and how did this impact on the nobility? (retrieval and recall) * Why was Wolsey able to rise to power? * What was Wolsey’s most important reform? * What were the reasons and reactions to the Amicable Grant * How successful was Henry VIII’s foreign policy between 1509-1515? * How successful was the Treaty of London 1518? * Why might the field of the cloth of gold be considered a failure? * How successful was Henry VIII’s foreign policy between 1525-29? * What were the key differences and similarities between Catherine of Aragon and Anne Boleyn? * Why did Henry want an annulment from Catherine of Aragon? * Why did Wolsey and Henry fail to gain an annulment? * How did foreign policy failures, Wolsey’s background and the Boleyn faction lead to Henry’s decision? * What was the most important factor in Wolsey’s downfall? * Revision lesson * **Assessment on unit 1** * Class feedback on assessment and redraft to be set for homework. | **Key Content: Henry VIII (Paper 2, part 1) – British Depth Study**   * Review and retrieval lesson on Unit one and collect in redrafts. * Why was Cromwell able to rise to power? * How did Cromwell gain the annulment for Henry? * Why was Anne Boleyn executed? * Why was Jane Seymour and her family important? * What did Cromwell do to reform government and royal finance? * How successful was Cromwell’s management and use of Parliament? * Why was the Anne of Cleves marriage important? * What was the most important reason for the fall of Thomas Cromwell? * Revision lesson of the unit * **End of unit assessment** * Whole class feedback on the assessment and time to re-teach any areas or go over misconceptions from units 1 & 2 * Why did Henry campaign against the Pope 1529-33? * What was the significance of the Act of Succession? * Was the Act of Supremacy in 1534 more or less important than the Act of Supremacy? * How important was Cromwell in the Break with Rome? * How significant was the opposition of Elizabeth Barton, More and Fisher? * What was the impact of the Reformation on the English church. | **Key Content: Henry VIII and Cold War (Paper 2, part 2) – Period Study**   * What was the role of religious houses in local communities? * What were the reasons for the Dissolutions? * What was the impact of the dissolutions, the winners and losers? * What were the key causes of the Pilgrimage of Grace? * What were the key events in the rebellion in Lincolnshire * What were the key events in the rebellion in Yorkshire? * Why did the Pilgrimage of Grace fail? * How do we assess Wolsey and Cromwell? * Was Henry England’s Stalin? * Revision * **End of unit assessment (46)** * Feedback on assessment and re-teach material where necessary * Communism v Capitalism * The Cold War, the big picture and overview, what was the Cold War? * Why was the grand alliance formed? * What were the key features of Tehran, Yalta and Potsdam? * Why was the atomic bomb a key factor in the outbreak of the Cold War? | **Key Content: Cold War (Paper 2, part 2) – Period Study**   * What impact did the Long and Novikov telegrams have on international relations? * What were the key features and the consequences of the Truman Doctrine and Marshall Plan? * How did Cominform and Comecon impact on the power of the USSR? * What were the main causes, key features and consequences of the Berlin airlift? * What were the key features of the turning points of the arms and space race * Why was there an uprising in Hungary in 1956 and what were the consequences? * What were the causes and key features of the Berlin Wall? * What were the consequences of the Berlin Wall on Germany and International relations? * Why was there a crisis in Cuba? * How did the problems in Cuba escalate to become the Cuban Missile crisis? | **Key Content: Cold War (Paper 2, part 2) – Period Study**   * What were the consequences of the Cuban Missile Crisis on International Relations? * What were the causes and key events of the Prague Spring? * What were the consequences of the Prague Spring on international relations? * Why was there a period of détente? * How did the invasion of Afghanistan affect relations between the USA and USSR? * How did the Second Cold War begin? * What impact did Gorbachev have on the relationship between the USA and USSR? * Why did the Cold War end? * Revision * **End of unit assessment/mock** | **Key Content. American Civil Rights/Vietnam (Paper 3, part 2) – Modern Depth Study**   * What did segregation, discrimination and voting rights look like in the Southern States? * What work did Civil Rights organisations do? * What was the Brown v Topeka case? * What happened at Little Rock High School? * What was the impact of the Montgomery Bus Boycott? * What was the importance of the Montgomery Bus Boycott? * What was the significance of Martin Luther King and the setting up of the SCLC? * What was the Civil Rights Act of 1957? * Who were the Ku Klux Klan and why was Emmet Till murdered? * What opposition was there to desegregation in the South? * Revision * **End of half term assessment** |
|  | **Key Skills:**  Key Features  Explain why …  How far… | **Key Skills:**  Narrative Accounts,  Importance of …  Consequences of …  Impact of … | **Key Skills:**  Narrative Accounts,  Importance of …  Consequences of …  Impact of … | **Key Skills:**  Narrative Accounts,  Importance of …  Consequences of …  Impact of … | **Key Skills:**  Narrative Accounts,  Importance of …  Consequences of …  Impact of … | **Key Skills:**   * Explain change and/or continuity. * Similarities and differences. * How far do you agree with…? * Describe two features of… * Source utility in an inquiry question. How to follow up a source to find out more information. * How useful are the sources in telling us? |
|  | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes |
| **Year 9** | **Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study**   * Crime and punishment in England the big story. * How has Crime and Punishment changed over time? * Who had the most influence on law and order in the Middle Ages, church, king or local community? * Was Anglo-Saxon justice violent and superstitious? * How far did the Normans change Anglo-Saxon justice? * How far did kings change justice in the later medieval period? * Did the Church help or hinder justice in the early C13th? * How did law enforcement change in Early Modern England? * Why were the gunpowder plotters punished so harshly? * Were vagabonds really a threat to respectable society? * Was Matthew Hopkins the main reason for the witch hunts 1645-7? * Revision lesson * **End of half-term assessment** | **Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study**   * How effective was law enforcement 1500-1700? * How can we explain the development of the Bloody Code? * How did Crime and Punishment change in Industrial Britain? * Why did Highway Robbery become such a serious crime? * Was the law too harsh on poachers? * Why was C18th smuggling so harsh to stamp out? * How did society change in the Industrial period? * How far should we thank Peel for the Metropolitan Police force of 1829? * Why was the Bloody Code abolished in the 1820’s and 1830’s? * How were prisons reformed in the 1800’s? * How did Crime and Punishment change in Modern Britain? * Revision lesson * **End of half-term assessment** | **Key Content. Crime & Punishment (Paper 1) - Thematic and Depth Study**   * How far did crime really change during the C20th? * How were conscientious objectors treated in WWI and What have been the biggest changes to policing since 1900? * How have prisons changed since 1900? * How effectively do we deal with young offenders? * Why was the death penalty abolished in 1965? How did Crime and Punishment change in Modern Britain? * How far did crime really change during the C20th? * How did Crime and Punishment change in Modern Britain? * Revision lesson * **End of half term assessment** | **Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study**   * How far did crime really change during the C20th? * How were conscientious objectors treated in WWI and What have been the biggest changes to policing since 1900? * How have prisons changed since 1900? * How effectively do we deal with young offenders? * Why was the death penalty abolished in 1965? * Revision lesson * **End of Unit Assessment** * Wo were there murderers and bad mothers? (Sarah Fisher) * What was Whitechapel like? (Booth, workhouses and Peabody) | **Key Content. Crime and Punishment and Whitechapel (Paper 1) – Thematic and Depth study**   * Why was there a fear of crime in the East End? (Underclass, pubs, drink, immigration, anarchism, reform) * How did the Met Police work? (Public attitudes, Commissioner, Home Secretary) * How were the police organised in Whitechapel? (Recruits, Leman Street, Thames Police Court, role of the Constable, CID) * What were the difficulties of policing Whitechapel? (Alcohol, gangs, prostitution, immigration, strikes) * What methods did the police use to catch Jack the Ripper? * What impact did the press have on the Jack the Ripper investigation? Did the City and Met police work well together? * Revision lesson * **End of unit assessment** | **Key content: Henry VIII**  **(Paper 2, part 1) – British Depth Study**   * What do we already know about Henry VIII? * Is Henry VII’s reign a story of glory and success and who’s who in his story? * What was the importance of religion in the early 1500s? * What decisions did Henry face when he became King and why did he trust Wolsey? * Did Henry have the potential to be a Renaissance King? * How did the King manage monarchy and country? * What was England like in 1509? * What were the most important factors allowing Wolsey rise to power? * What were relations like between England and mainland Europe? * What were Wolsey’s greatest achievements? * Revision lesson * **End of half term assessment** |
|  | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**  Explain change and/or continuity.  Similarities and differences.  How far do you agree with…?  Describe two features of…  Source utility in an inquiry question. How to follow up a source to find out more information.  How useful are the sources in telling us? | **Key Skills:**   * Key Features * Explain why … * How far… * Analysis * Judgement |
|  | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes |
| **Year 8** | **Key Content: Ideas – Empire**   * What was life like in medieval Nigeria? * Who is the wealthiest person ever to live and what made Timbuktu so great? * Why was Africa called the dark continent? * What was British settlement in North America like? * What was the impact of the British Empire on India? * What was the impact of the British Empire on Australasia? * Why did the Empire use slavery and the Middle-Passage? * How were slaves sold then worked on a plantation? * How did slave resistance lead to the abolishment of slavery? * Why have statues been taken down across Britain? * Revision lesson * **End of unit assessment** | **Key Content: Ideas – Local History. Whitechapel.**   * The big picture. What was Whitechapel like in the 1880’s? * What were the key features of the victims of Jack the Ripper, were there any similarities and differences? * What do the injuries of Jack the Rippers victims tell us about him? * How far can we make a judgement about what Jack the Ripper was like from the three letters? * How useful are the potential eye-witness accounts of Jack the Ripper in helping us discover who he was? * Which one of the suspects do you think was most likely to have been Jack the Ripper? * Was Jack the Ripper an opportunist? * How effective were the police investigating Jack the Ripper? * Revision * **End of unit assessment** | **Key Content: Ideas – Causes of WW1**   * What were the MAIN causes of WW1? * How much did Imperialism and the arms race contribute to the start of WW1? * Why are Gravilo Princip and Alhaji Grunshi so integral to the start of WW1? * Why did soldiers join up to fight in WWI? * Who are the forgotten Indian soldiers of WW1 Part one? * Who are the forgotten Caribbean soldiers of WW1? * How important were women to the war effort? * What was life like in the trenches? * How far did the structures of the trenches impact on conditions and the successes and failures of the British army? * Revision Lesson * **End of Unit Assessment** | **Key Content: Ideas – The rise of fascism**   * The Treaty of Versailles. * Why was Hitler able to rise to power? * How successful were Nazi policies? * What was Jewish life like in Europe before the Nazi’s? * How were the Jewish people alienated by the Nazis? * How successful were the Berlin Olympics as propaganda? * What was life like in Concentration Camps? * What was life like for Jews under Nazi rule? * Revision lesson * **End of Unit Assessment** | **Key Content: Civil Rights in America and Britain**   * Intro to Civil Rights/Why was the death of Emmett Till so important? * How important were the KKK to race relations in the USA/What were the key methods used by the KKK? * Why were Brown v Topeka and Little Rock Nine so important? * What impact did Rosa Parks and the Greensboro sit-ins have on the Civil Rights movement? * Why was Martin Luther King important? * How was Malcolm X different to Martin Luther King? * What Civil Rights movements have there been in Britain? * Civil Rights in Ireland * What have race relations in modern Britain been like? * What was the Windrush Scandal? * Revision * **End of Unit Assessment** | **Key Content: Local History: Purfleet and WW1 / The Vietnam War**  Local Study on Ensign Buses AROUND Purfleet. Each local bus is named after a local soldier in the war. Students will research and find out about the local soldiers after whom the buses are named then we will arrange a visit to the company in Purfleet to talk to the Director who started this tradition.   * How was Aveley effected by the First World War? * Who are the soldiers on the side of the bus and how can we research them? * How can we write a biography of a soldier? * 'How did the 'Cold War' begin?' * Why did America get involved in Vietnam?' * Why were the Vietcong tactics so effective?' * 'Why were the United States tactics so ineffective?' * Why was the Tet Offensive so significant?' * 'Why did opposition to the war grow in America?' * 'Why did America lose the Vietnam war?' * Revision * **End of unit Assessment** |
|  | **Key Skills: Ideas, politics, power, industry and empire 1745-1901.**   * Making sustained judgements * Using interpretations * Source work * Similarities and differences * Change over time * Critical thinking | **Key Skills: Local depth study, theme power and law & order.**   * Source work. * Utility * Critical thinking * Similarities and differences * How far? | **Key Skills: Ideas – Challenges for Britain, Europe and the Wider World 1914-1918.**   * Change and continuity * Cause and consequence, * Key features * Interrogating sources and historical interpretations * Thinking critically | Key Skills: **Challenges to Britain, Europe and the Wider World 1918-1939**   * Change and continuity * Cause and consequence, * Key features * Interrogating sources and historical interpretations * Thinking critically * How far? * Empathy | **Key Skills: Study of a significant world society C20th**   * Change and continuity * Cause and consequence, * Key features * Interrogating sources and historical interpretations * Thinking critically * How far? * Empathy * Independent learning and research. | **Key Skills: Study of a significant world society C20th**   * Change and continuity * Cause and consequence, * Key features * Interrogating sources and historical interpretations * Thinking critically * How far? * Empathy * Independent learning and research.   . |
|  | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes |
| **Year 7** | **Key Content: Terms and skills to build and consolidate learning from KS2**   * What is meant by chronology and significance? * How do we understand and BC, AD and centuries? * What are historical sources? * Why might interpretations be different and how do we judge the value of a source? (Usefulness and reliability) * What is the difference between a fact and opinion and how can bias affect reliability of a source? * What is meant by causation? * What caused the Great Fire? * Anachronism * How can we use evidence to solve the Mystery of the skeleton? * Revision * **End of half-term assessment** | **Key Content: Migration over time**   * What were the push and pull factors for different groups of people to migrate to Britain? * What impacts did medieval migration to Britain have? * What challenges did medieval migrants to Britain face? * How did exploration bring migrants to Britain? * How did religion and the reformation bring migrants to Britain? * How did migrants in the industrial age settle and change Britain? * Why did so many Irish people migrate to England? * What was the ‘Kinder transport’? * Who travelled on the ‘HMS Windrush’? * How did people fight against racism in the 1970s and 80s? * What are the push and pull factors for people coming to Britain today? * **End of half-term assessment** | **Key Content: Aspect or theme in British History before 1066 then development of Church, State and Society 1066 onwards**   * How did leadership and society impact on Britain from the Iron Age to 1066? * What was society like before 1066? * Why was Edward the Confessor important? * Why was his death important? * Who were the main contenders to the throne? * Who had the best claim to the throne? * Why were the battles of Fulford and Stamford Bridge important? * Why did William the Conqueror win in the Battle of Hastings? * Revision * **End of half-term assessment** | **Key Content: The Norman Settlement 1066 onwards**   * How were motte and bailey castles important in William’s methods of control? * How did castles evolve over time and what was the impact of this? * What was the Domesday book and why was it important? * Why did William Harry the North? * What were the short and long term impacts of the harrying of the north on northern society? * What was the impact of heaven, hell and purgatory on society? * How important was religion in medieval society? * What happened to Thomas Becket? (a source work investigation) * Revision * **End of half-term assessment** | **Key Content: The development of Church, State and Society 1166 onwards. Depth work with Peasants Revolt**   * How can we use evidence to evaluate how good or bad King John was as king? * Why was the Magna Carta important on the power of the king? * What were the key features of the Black Death? * What were the short and long term consequences of the Black Death on Medieval society and kingship? * What were the key causes and consequences of the Peasants revolt? * What impact did the Wars of the Roses have on the power of the monarchy? * How can we use a range of interpretations to make a judgement as to whether Richard III was good or evil? Who killed the Princes in the Tower? * How did the power of the king change over time? * Revision * **End of half-term assessment.** | **Key Content: The development of Church, State and Society 1485 - 1603**   * What were the short and long term causes for Henry VII’s victory at the Battle of Bosworth? * Was Henry VIII a man or a monster? * Does Mary I deserve to be called Bloody Mary? * Was Elizabeth I right to kill her cousin? * Who was the better monarch, Elizabeth I or Mary Queen of Scots? * Why did the Armada fail? * How did the historian Miranda Kaufmann uncover the hidden lives of Black Tudors? * How did the historian uncover John Blanke the trumpeter? * How did the historian uncover Mary Fillis the dress maker? * How did the historian uncover Diego the assistant to Francis Drake? * What was Tudor justice like? * Revision * **End of half-term assessment?** |
|  | **Key Skills: As above** | **Key skills: Development of Britain through migration**   * Trends and change over time * Cause and consequence, * Structured supported judgements/conclusions * Key turning points * Interpretations. | **Key Skills:** **Theme of power (monarch) and law and order. Local and national impact.**   * Cause and consequences * Interpretations * Cause and consequence * Change over time. * Key turning points * Critical thinking. * Explain why… | **Key Skills:** **Development of monarch’s power and the church/society 1066 onwards.**   * Change and continuity * Cause and consequence, * Key features * Interrogating sources and historical interpretations * Thinking critically | **Key Skills: Development of monarch power, (trend) church and state 1066-1509. Local study.**   * Interpretations * Change and continuity * Cause, key features and consequence * Change over time * Narrative | **Key Skills:** **Trend of monarch power, religious and state 1509-1748.**   * Trends and change over time * Cause and consequence, * Structured supported judgements/conclusions * Key turning points * Interpretations. |
|  | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes | **Assessment opportunities:**  Formative  Summative  Flipped learning  Quizzes |