

## Curriculum and Skills Mapping Template

Subject : History    Key Stage: 3    Year: 8

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Which Tudor had the most successful reign?	<p>To understanding the reign of Henry VIII, Mary I and Elizabeth and the events of the early modern period.</p> <p>To analyse what makes a successful King/Queen.</p> <p>To evaluate the reigns of Henry VIII, Mary I and Elizabeth I and create an opinion how successful they were.</p>	Comparison between chosen monarchs. 2 x PEA paragraphs and conclusion.	<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Creating</p>	<p>Relationships</p> <p>Readiness</p> <p>Feedback</p> <p>Reflection</p>
Autumn 2	Can you kill the King?	<p>To understand the reigns of James I, Charles I and Oliver Cromwell.</p> <p>To analyse key event of the 1600s.</p>		<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Creating</p>	<p>Relationships</p> <p>Reflectiveness</p>

		To evaluate whether the people have the right to kill the king.			
Spring 1 and 2	The British transatlantic Slave Trade	<p>To understanding the development of the Transatlantic Slave Trade.</p> <p>To analyse key parts of the Transatlantic slave trade.</p> <p>To evaluate sources to understand the life of a slave using contemporary interpretations.</p>	Source-analysis, short answer questions.	<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Creating</p> <p>Source analysis</p>	<p>Relationships</p> <p>Feedback</p> <p>Reflection</p>
Summer 1	<p>The Industrial Revolution</p> <p>Who was Jack the Ripper?</p>	<p>To understand the development of Britain during the industrial revolution.</p> <p>To analysis various contemporary sources to understand Jack the Ripper victims and who he might have been.</p> <p>To evaluate why the East End of London was the perfect place for Jack the Ripper to operate.</p>	Source-analysis questions on Whitechapel and Jack the Ripper.	<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Creating</p> <p>Source analysis</p> <p>Inference</p> <p>Utility</p> <p>Comparison</p>	<p>Relationships</p> <p>Resourcefulness</p> <p>Feedback</p> <p>Reflection</p>



--	--	--	--	--	--

## Curriculum and Skills Mapping Template

Subject : History Key Stage: 3 Year: 9

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	What were the causes of WW1?	<p>To understand the long- and short-term causes of WW1.</p> <p>To analyse the long-term and short-term impact of these events.</p> <p>To evaluate which cause had the biggest significance towards the outbreak of WW1.</p>	<p>“The assassination of Franz Ferdinand was the main cause of WW1,” how far do you agree? Essay style question, 3 x PEA paragraphs, conclusion.</p>	<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Creating</p> <p>Causation</p>	<p>Relationships</p> <p>Readiness</p> <p>Feedback</p>
Autumn 2	The Suffragettes	<p>To understand women’s rights before 1900 and who the suffragettes are.</p> <p>To analyse the tactics used by the suffragettes.</p> <p>To evaluate whether Emily Davison was a</p>		<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Source analysis</p> <p>Creating</p>	<p>Relationships</p> <p>Reflectiveness</p> <p>Judgements</p> <p>Debating</p>

		martyr or troublemaker?			
Spring 1	The rise of the Nazi party.  Holocaust and Life in Nazi Germany	To understand Hitler's early life.  To analyse the development of the Nazi party in its early years.  To evaluate the events that led to the Nazi's being elected in 1933.  To understand the events of the Holocaust and what life was like in Nazi Germany.		Understanding Applying Analysis Evaluation Creating	Relationships Feedback Empathy
Spring 2	Events of WW2	To understand the key battles of WW2.  To analyse the events in the Pacific between USA and Japan.  To evaluate whether President Truman was correct on dropping the atomic bombs on Japan.	Was President Truman justified to drop the atomic bomb?	Understanding Applying Analysis Evaluation Creating	Relationships Reflection Debating
Summer 1	Conspiracy theories: Space Race, Moon Landings, JFK, 9/11.	To understand why these events are contentious.	Creative JFK project, producing a crime board to evaluate suspects.	Understanding Applying Analysis Evaluation	Relationships Resourcefulness Feedback Reflection

		<p>To analyse what is contentious about it.</p> <p>To evaluate and make a justification about who is responsible for the assassination of JFK.</p>		<p>Creating</p>	<p>Empathy</p>
<p>Summer 2</p>	<p>Vietnam/Middle East</p>	<p>To understand the causes of the Vietnam War</p> <p>To analyse and evaluate how the Vietcong were able to defeat the USA?</p> <p>To understand the causes of the conflicts in the Middle East. And link them to the 9/11 attacks.</p> <p>To analyse and evaluate the impact of terrorism on the world today.</p>		<p>Understanding</p> <p>Applying</p> <p>Analysis</p> <p>Evaluation</p> <p>Creating</p>	<p>Relationships</p> <p>Resilience</p> <p>Resourceful</p> <p>Creativity</p> <p>Cultural understanding</p>

## Curriculum and Skills Mapping Template

Subject : History Key Stage: 4 Year: 10

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	c1250–c1500: Medicine in medieval England <i>Brief overview of the period: medieval England. Continuity in ideas with the ancient world.</i>	To understand the ideas about the cause of disease and illness in the Middle Ages  To analyse approaches to prevention and treatment  To evaluate case studies (Black Death)	Source-based questions W 4- and 12-mark question practice	Understanding Applying Analysis Evaluation Interpretation Planning	Resilience Remembering Reflecting Organisation Responding to feedback
Autumn 2	c1500–c1700: The Medical Renaissance in England <i>Brief overview of the period: Britain 1500- 1700. The 'Medical Renaissance'.</i>	To understand the ideas about the cause of disease and illness in the Renaissance  To analyse approaches to prevention and treatment and evaluate similarities and differences.	Timed 12-mark question practice Co-planning a response to 16-mark question	Understanding Applying Evaluation Interpretation Comparing Planning	Relationships Remembering Time management Responding to feedback Resourcefulness Forming a sustained argument.

		To evaluate case studies (William Harvey and Great Plague of London)			
Spring 1	c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain <i>Brief overview of the period: Britain 1700-1900.</i>	To understand the ideas about the cause of disease and illness in the eighteenth and nineteenth century.  To analyse the changing approaches to prevention and discoveries of treatments.  To evaluate the case studies (Edward Jenner, fighting Cholera)	Source-based questions 4-mark question practice 16-mark question practice	Understanding Remembering Evaluation Comparing Planning	Resilience Remembering Time management Responding to feedback Reflection
Spring 2	c1900–present: Medicine in modern Britain <i>Brief overview of the period: Britain 1900 to present.</i>	To understand the ideas about the causes of disease and illness in the modern period.  To analyse the changing approaches to prevention and discoveries of treatments.  To evaluate the case studies (Penicillin, The fight against Lung Cancer)	Timed 16-mark question practice	Remembering Understanding Evaluating time periods Making judgements	Resilience Remembering Time management Organisation Responding to feedback

	<p>The British sector of the Western Front, 1914–18: injury, treatment and the trenches</p>	<p>To understand how developments in medicine in the early 20<sup>th</sup> century contributed to the treatment of soldiers in WW1.</p> <p>To apply our knowledge to understand the types of injuries and developments in surgery used to treat soldiers on the Western Front.</p> <p>To analyse and evaluate sources to infer information and recognise strengths and weaknesses of different type of source for specific enquiries.</p>	<p>8-mark source-based questions analysing usefulness</p> <p>4-mark source-based question to expand enquiries</p>	<p>Source analysis</p> <p>Evaluation</p> <p>Remembering</p> <p>Applying prior knowledge</p>	
<p>Summer 1</p>	<p>Key topic 1.1 The origins of the Republic, 1918–19</p>	<p>To understand the legacy of the First World War and abdication of the Kaiser, the armistice and revolution, 1918–19.</p> <p>To analyse the setting up of the Weimar Republic and the</p>	<p>12-mark question practice.</p> <p>Introduction to source-based questions.</p>	<p>Explaining</p> <p>Understanding</p> <p>Evaluating</p> <p>Applying knowledge</p>	<p>Remembering</p> <p>Resilience</p> <p>Resourcefulness</p> <p>Time management</p>

		strengths and weaknesses of the new Constitution.			
	Key topic 1.2 The early challenges to the Weimar Republic, 1919–23	To understand the reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. To make inferences from a source  To analyse interpretations on Germany and the legacy of the First World War	4-mark question making inferences from sources practice.	Inference Evaluation Source analysis	Remembering Resourcefulness Writing
		To evaluate the challenges to the Republic from the Left and Right: Spartacists, Freikorps, the Kapp Putsch.  To evaluate the challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.	8-mark question comparing usefulness of sources.  4-mark question comparing interpretation of sources.	Utility Comparison Source analysis	Readiness Remembering Resilience Time-management
Summer 2	Key topic 1.3 The recovery of the Republic, 1924–29	To understand the reasons for economic recovery, including the	Timed-20 mark “how far do you agree?” question.	Interpretation Concluding Analysing	Understanding Remembering Resilience

		<p>work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</p> <p>To analyse the impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>Evaluation of interpretations on Germany's recovery 1924–29</p>		Inference	Time-management Revision skills
	Key topic 1.4 Changes in society, 1924–29	<p>To understand the changes in the standard of living, including wages, housing, unemployment insurance.</p> <p>To analyse the changes in the position of women in work, politics and leisure.</p> <p>To evaluate inferences from a source</p>	Timed full Germany past paper in exam conditions.	Interpretation Utility Inference Source analysis	Resilience Remembering Timed conditions Understanding Organisation Readiness Revision skills



# Curriculum and Skills Mapping Template

Subject : History    Key Stage: 4    Year: 11

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
------	-------	------------	------------	-----------------	-----------------

Autumn 1	<p>The situation on Elizabeth's accession</p> <p>The 'settlement' of religion.</p> <p>Challenge to the religious settlement.</p> <p>The problem of Mary, Queen of Scots</p> <p>Plots and revolts at home</p> <p>Relations with Spain.</p> <p>The outbreak of war with Spain, 1585-88 The Armada.</p>	<p>To investigate what society and government were like in Elizabethan England in 1588.</p> <p>To understand the religious divisions in England in 1558.</p> <p>To examine how serious were the Puritan and Catholic challenges.</p> <p>To analyse the relationship between Elizabeth and Mary</p> <p>To investigate the significance of the plots against Elizabeth.</p> <p>To understand how the rivalry developed between England and Spain.</p> <p>To analyse the causes of the war with Spain.</p> <p>To understand the Spanish invasion plans.</p>	<p>4 marker questions</p> <p>12 marker questions</p>	<p>Remembering</p> <p>Understanding</p> <p>Evaluating time periods</p> <p>Making judgements</p> <p>Analysis</p> <p>Applying prior knowledge</p>	<p>Resilience</p> <p>Remembering</p> <p>Reflecting</p> <p>Organisation</p> <p>Responding to feedback</p>
Autumn 2	Education and leisure.	To understand what types of education and	16 marker questions	<p>Remembering</p> <p>Understanding</p> <p>Evaluating time periods</p>	<p>Relationships</p> <p>Remembering</p> <p>Time management</p>

	<p>The problem of the poor.</p> <p>Exploration and voyages of discovery</p> <p>Raleigh and Virginia</p>	<p>sport were around in Tudor times.</p> <p>To investigate the reasons for increased poverty.</p> <p>To analyse the the factors that promoted exploration.</p> <p>To examine the attempted colonisation of Virginia.</p>		<p>Making judgements</p> <p>Analysis</p> <p>Applying prior knowledge</p>	<p>Responding to feedback</p> <p>Resourcefulness</p> <p>Forming a sustained argument.</p>
	<p>Early tension between the East and West</p> <p>The development of the Cold War</p> <p>The Cold War intensifies</p>	<p>To understand the outcomes of the conferences after WW2.</p> <p>To investigate how Germany became divided.</p> <p>To analyse the significance of the Hungarian uprising.</p>	8 marker questions	<p>Remembering</p> <p>Understanding</p> <p>Evaluating time periods</p> <p>Making judgements</p> <p>Analysis</p> <p>Applying prior knowledge</p>	<p>Relationships</p> <p>Remembering</p> <p>Time management</p> <p>Responding to feedback</p> <p>Resourcefulness</p> <p>Forming a sustained argument.</p>
Spring 1	Cold War Crises, 1958-70 (Berlin, Cuba and Czechoslovakia)	To understand the key events happening in Berlin, Cuba, and Czechoslovakia.	8 marker questions	<p>Remembering</p> <p>Understanding</p> <p>Evaluating time periods</p> <p>Making judgements</p>	<p>Resilience</p> <p>Remembering</p> <p>Reflecting</p> <p>Organisation</p> <p>Responding to feedback</p>

	<p>Attempts to reduce tension between East and West</p> <p>Flashpoints</p> <p>The collapse of Soviet control of Eastern Europe.</p>	<p>To investigate the changing attitudes of Reagan and Gorbachev.</p> <p>To analyse the significance of the Soviet Invasion of Afghanistan.</p> <p>To evaluate the collapse of the Soviet Union.</p>		<p>Analysis</p> <p>Applying prior knowledge</p>	
Spring 2	Revision	To revise all topics and practice exam papers.	All 3 exam papers		
Summer 1	Revision	To revise all topics and practice exam papers.	All 3 exam papers		

## Curriculum and Skills Mapping Template

Subject : History Key Stage: 5 Year: 12

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn A – Unit 1	The Outbreak of the Wars 1445–1450	<p>To understand the context of England in the 1440s – the role of the monarch, parliament and the commons.</p> <p>To understand the Government of England c.1445 and the extent of the growth of opposition.</p> <p>To assess the significance of the issue of taxation and the role played by Henry VI’s advisors and patronage.</p> <p>To assess the significance of the loss of France.</p>	<p>Source Assessment on the Duke of Suffolk – 30 marks</p> <p>Source Assessment on Cade’s Rebellion 30 marks</p>	<p>Comprehension</p> <p>Analysis of key events</p> <p>Assessment of significance of the role of key individuals and events</p> <p>Analysis of the provenance of primary sources</p> <p>Structuring a source analysis essay</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p>

		<p>To understand the causes and consequences of Cade's rebellion (1450).</p> <p>To assess the reasons for, and impact of Henry's illness (1453–1455).</p> <p>To assess the roles of the Duke of York and Somerset in the escalating noble tension.</p>			
Autumn A – Unit 2	<b>Westward expansion; causes and impacts</b>	<p>To understand the factors which contributed to the opening up of the West, including exploration, fur trade, cattle, mining and farming, gold, trails, roads (e.g. Cumberland Road), steamboats, railways, telegraph, the Mormons, settlers (including push and pull factors), 'manifest destiny', opportunities, incentives and escape.</p>	<p>Assessment essay on which Federal policy had the most impact – 10 marks</p> <p>Assessment essay that makes a judgement on the most important factor in opening up the West – 20 Marks</p>	<p>Comprehension Evaluation Structure of essay answers Analysis of key events Assessment of significance of the role of key individuals and events</p>	<p>Remembering Reflecting Time Management</p>

		<p>To analyse the impact of the Federal Government on westward expansion, including Louisiana Purchase, Florida, Texas, Oregon, Gadsden Purchase, War with Mexico, admission of new states to the Union, Federal Government and communications, mail, Homestead Act, Morrill Act, conservation</p> <p>To evaluate the economic, social, political, cultural impact of westward expansion.</p>			
Autumn B – Unit 1	The early actions of Richard, Duke of York	<p>To understand the reasons for York's return from Ireland (1450);</p> <p>To assess why York's attempted coup at Dartford (1452) failed;</p> <p>To analyse the reaction to the birth of Henry's heir (1453) by various factions of the nobility;</p>	Source Assessment on rise of Richard Duke of York	<p>Comprehension</p> <p>Analysis of key events</p> <p>Assessment of significance of the role of key individuals and events</p> <p>Analysis of the provenance of primary sources</p> <p>Structuring a source analysis essay</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Analysis and validation of views using supporting evidence</p>

	<p>War and the defeat of Richard, Duke of York</p>	<p>To assess the efficacy of York's first Protectorate (1454) &amp; analyse the reasons for his subsequent removal;          To investigate York's response to the actions of Margaret of Anjou and the second Protectorate (1455).</p> <p>To analyse the causes for and the impact of the Battle of St Albans (1455); To assess the fall out from the capture of Henry VI;          To analyse the reasons why York was restored to Protectorate;          To assess the impact of the attempted government of Margaret of Anjou;          To understand the rising influence of the Earl of Warwick;          To assess the reasons for and impact of the 'love-day' (1458);          To analyse the Battles of Blore Heath and Ludford Bridge and the</p>	<p>Possible source assessment on the Parliament of the Devils and the role of Margaret of Anjou – often done as a group project</p> <p>Source Assessment on the significance of the Death of Richard Duke of York</p>		
--	--	--	---	--	--

		<p>subsequent flight of the Yorkists;          To assess the impact of the Parliament of the Devils;          To analyse the reasons why the Yorkists were able to fight back at Northampton (1460);          To assess the significance of the ensuing battles of Wakefield, Mortimer's Cross, St Albans (2) and finally Towton (1460).          To analyse the reasons why the Duke of York failed but the Yorkists won.</p>			
Autumn B – Unit 2	<b>Native Americans</b>	<p>To understand the nature and diversity of Native American society in the early 19th Century, including Tecumseh's Confederacy, First Seminole War and other 'wars'.</p> <p>To analyse Andrew Jackson and the Indian Removal Act, including Jackson's attitude</p>	<p>Assessment essay on factors contributing to the destruction of NA societies – 10 Marks</p> <p>Assessment essay on the success/failures of NA resistance and other factors that contributed to their downfall – 20 Marks</p>	<p>Comprehension          Evaluation          Structure of essay answers          Analysis of key events          Assessment of significance of the role of key individuals and events</p>	<p>Remembering          Reflecting          Time Management</p>

		<p>towards the NA and the terms and consequences of the act.</p> <p>To understand the Bureau of Indian Affairs, the reasons for its establishment and its main aims and policies.</p> <p>To evaluate the treaties and the 'Indian Wars' of 1860s/70s, including the Sioux Wars, Sand Creek massacre, Red Cloud's War, Grant's actions and policies aimed at peace, Great Sioux War, the Apache Wars and Wounded Knee.</p> <p>To analyse the impact of resources, e.g. gold and actions of settlers, Dawes Act and Americanisation.</p> <p>To evaluate the reasons for destruction of Native American societies, including the</p>			
--	--	---	--	--	--

		military, religious, political, economic and social reasons for destruction.			
Spring A – Unit 1	Edward IV's first rule and the crisis of 1470–1471 Edward IV and Richard III 1471–1485	To Assess how effectively Edward was able to assert himself as the new monarch including a focus on Towton and his policy of conciliation. To assess the efficacy of the overall governance of Edward's first reign focusing on the economy, law & order, foreign policy, control of the nobility and securing the succession. To investigate the impact of Edward's choice of wife and the ensuing fall out between Edward and the Earl of Warwick. To assess the reasons for Edward's fall from power and the restoration of Henry 1470–1471 including the role of Margaret of Anjou.	Assessment essay on the declining relationship between Edward and Warwick  Assessment essay on the crisis of 1470  Assessment essay on Edward IV's second reign	Comprehension Analysis of key events Assessment of significance of the role of key individuals and events Understanding how to plan for and structure an essay. Understanding of prioritisation and significance. Understanding of evaluation and sustained judgement.	Remembering and reasoning  Reflectiveness – responding to feedback  Time management  Evaluation and synthesis  Analysis and validation of views using supporting evidence

Spring A – Unit 2	<p><b>The growth of sectional tension 1850–1861</b></p>	<p>To understand the main differences between North and South by 1850, including the breakdown of the Missouri Compromise, the impact of the Mexican War and the Election of 1848.</p> <p>To analyse the state of sectionalism, including economic, social, cultural, political and religious examples.</p> <p>To evaluate the issues of slavery and westward expansion as they developed in the 1850s, including 1850 Compromise, Kansas-Nebraska, Dred Scott, John Brown, Lincoln and the Republican Party.</p> <p>To understand the election of 1860, secession and the failure of compromise.</p>	<p>Assessment essay on which factor generated more northern hostility towards the South, the Fugitive Slave Law or the Dred Scott decision – 10 Marks</p> <p>Assessment essay on if John Brown’s raid was the most significant factor in the breakdown of relations between North and South – 20 Marks</p>	<p>Comprehension Evaluation Structure of essay answers Analysis of key events Assessment of significance of the role of key individuals and events</p>	<p>Remembering Reflecting Time Management</p>
-------------------	---	---	--	--	---

		To evaluate the reasons for the outbreak of hostilities, including the creation of the confederacy and the crisis over Fort Sumter.			
Spring B – Unit 1	Edward IV and Richard III 1471–1485	<p>To analyse Edward IV’s management of government during his second reign; To assess how effectively he managed the economy, law &amp; order, foreign policy, control of the nobility and securing the succession.</p> <p>To analyse the reasons for Richard III’s accession; To assess how effectively he was able to govern including a focus on the economy, law &amp; order, foreign policy, control of the nobility and securing the succession.</p> <p>To analyse the impact of the disappearance of</p>	Assessment essay on Richard III’s reign – choice of titles	<p>Comprehension Analysis of key events Assessment of significance of the role of key individuals and events Understanding how to plan for and structure an essay. Understanding of prioritisation and significance. Understanding of evaluation and sustained judgement.</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Evaluation and synthesis</p> <p>Analysis and validation of views using supporting evidence</p>

	<p>Henry VII's rule in England 1485–1509</p> <ul style="list-style-type: none"> <li>- Domestic policy</li> </ul>	<p>the princes and the key roles played by Buckingham and Hastings.</p> <p>To assess and evaluate the reasons why Richard lost the throne in 1485.</p> <p>To assess Henry's viability to be monarch.</p> <p>To evaluate how effectively he secured his throne including a detailed focus on the impact of the Pretenders.</p> <p>To assess the efficacy of the overall governance of Henry's domestic reign focusing on the economy, law &amp; order, control of the nobility and securing the succession.</p>	<p>Assessment essay on Henry VII's domestic rule</p>		
Spring B – Unit 2	<b>The Civil War</b>	To understand the leadership in the North	Assessment essay on which battle was of greater significance to	Comprehension Evaluation	Remembering Reflecting Time Management

		<p>and South during the Civil War, including Lincoln, Davis, Lee and Grant, also the advantages and disadvantages held by the North/South.</p> <p>To analyse Lincoln and the Union, character, appointments, relations with ministers, organisation of war effort, Emancipation Proclamation, election of 1864.</p> <p>To analyse Davis and Confederacy, character, appointments, relations with ministers, states, organisation of war Effort</p> <p>To evaluate the effectiveness of resources, morale and strategy during the war.</p>	<p>Union victory, Gettysburg or Vicksburg – 10 Marks</p> <p>Assessment essay on how successful the Union’s military strategy was – 20 Marks</p>	<p>Structure of essay answers</p> <p>Analysis of key events</p> <p>Assessment of significance of the role of key individuals and events</p>	
--	--	---	---	---	--

		<p>To evaluate the significance of the major military campaigns and battles, including Antietam, Shiloh, Vicksburg, Gettysburg, the march through Georgia and the Wilderness Campaign.</p> <p>To analyse the naval blockade and the international situation.</p>			
Summer A – Unit 1	Henry VII's rule in England 1485–1509-foreign policy	<p>To understand and analyse Henry's foreign policy aims and to assess how effectively he was able to fulfil them during this reign.</p> <p>To closely analyse foreign relations between England and France, Scotland, Spain, Burgundy Italy.</p> <p>To analyse the role played by international trade in Henry's foreign policy.</p>	<p>Assessment essay on Henry VII's foreign policy</p> <p>Mock Exam</p>	<p>Comprehension</p> <p>Analysis of key events</p> <p>Assessment of significance of the role of key individuals and events</p> <p>Understanding how to plan for and structure an essay.</p> <p>Understanding of prioritisation and significance.</p> <p>Understanding of evaluation and sustained judgement.</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Evaluation and synthesis</p> <p>Analysis and validation of views using supporting evidence</p>

Summer A – Unit 3	China 1839-60 The nature of Manchu rule The Opium Wars	To understand the characteristics of Manchu China To understand the causes of the Opium Wars and their impact		Comprehension Analysis of key events Assessment of significance of the role of key individuals and events	Remembering and reasoning  Reflectiveness – responding to feedback  Time management
Summer B – Unit 3	Rebellions and the Qing response.  The opening of China to foreigners 1860-1901 Missionaries in China The self-strengthening movement	To examine the Taiping rebellion and its impact on Manchu China  To analyse the impact of missionaries on Chinese society. What was the self-strengthening movement and why did it fail?	Exam source question on the First Opium War and its impact.	Comprehension Analysis of key events Assessment of significance of the role of key individuals and events Evaluation of the secondary sources Structuring a source evaluation essay	Remembering and reasoning  Reflectiveness – responding to feedback
Summer B – Unit 4	Introduction to Unit 4 – expectations and assessment criteria.  Overview of England in the 1600s. Assessment of the role of monarchy, parliament and religion	To understand the major events and key themes that evolved in England and Scotland between the end of Henry VII's reign and the reign of Charles I. To assess the significance of the roles played by religion, politics and the economy in the	No assessment at this stage	Comprehension Analysis of key events Assessment of significance of the role of key individuals and events	Remembering and reasoning

		changing relationship between monarchy and parliament. To begin to assess the key reasons for the outbreak of the English Civil War.			
--	--	---	--	--	--

## Curriculum and Skills Mapping Template

Subject : History Key Stage: 5 Year: 13

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn A – Unit 3	The Boxer Rebellion	To understand the causes of the Boxer Rebellion? What happened and consequences?	Exam source question – Boxer Rebellion	Understanding Explaining Applying knowledge Analysis Source Evaluation Interpretation Planning Comparing	Remembering and reasoning  Reflectiveness – responding to feedback  Evaluation of secondary sources  Analysis and synthesis
	Defeat and revolution 1901-25	To examine the causes of the downfall of the Manchu dynasty.			
	The rule of Yuan Shikai 1912-16 and Sun Yatsen/Nationalists 1912-25	To investigate the rules of Yuan Shikai and Sun Yatsen – successes and failures			
	Nationalists and Communists	To investigate the United Front and how the Warlords were defeated To examine the development of the CCP under Mao			
	The Communists under Mao				

Autumn A – Unit 4	Non- exam assessment preparation	<p>To understand the key events of the years 1650-60.</p> <p>To select an essay title from the pre-approved list</p> <p>To begin to research and plan for the essay</p>	Teacher feedback on research and any initial planning	<p>Develop ability to explain and analyse different perspectives on a clearly-stated historical issue,</p> <p>To be able to draw on a range of primary and secondary material.</p> <p>To utilise the skills and understanding developed elsewhere in the course.</p> <p>To work independently, using a range of sources and interpretations</p> <p>To develop an understanding of how historians work.</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Evaluation and synthesis</p> <p>Analysis and validation of views using supporting evidence</p>
Autumn B – Unit 3	<p>The Nationalists under Chiang Kaishek.</p> <p>The Japanese threat and takeover 1931-49</p>	<p>To investigate the policies of the Nationalist government – successes and failures.</p> <p>To examine how the Japanese increased their occupation of China and atrocities committed in the Sino-Japanese War 1937-41 and 1941-45</p>		<p>Understanding</p> <p>Explaining</p> <p>Applying knowledge</p> <p>Analysis</p> <p>Evaluation</p> <p>Interpretation</p> <p>Planning</p> <p>Comparing</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Evaluation of secondary sources</p> <p>Analysis and synthesis</p>

	<p>The Communist takeover 1945-9.</p> <p>China and the Wider world 1949-76</p>	<p>To investigate how the Communists defeated the Nationalists in the Civil War</p> <p>To understand the relationship China had with America and the Soviet Union – success and failures</p>			
Autumn B – Unit 4	Non- exam assessment preparation and first draft	<p>To continue to research and write an initial plan and draft of the essay.</p> <p>To work independently on chosen area of investigation using a range of sources.</p>	Teacher feedback on initial writing	<p>To be able to draw on a range of primary and secondary material.</p> <p>To utilise the skills and understanding developed elsewhere in the course.</p> <p>To work independently, using a range of sources and interpretations</p> <p>To develop an understanding of how historians work.</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Evaluation and synthesis</p> <p>Analysis and validation of views using supporting evidence</p>
Spring A – Unit 3	Government, economy and Society under Mao after 1949.	To understand the policies of Mao's government.		<p>Understanding</p> <p>Explaining</p> <p>Applying knowledge</p>	Remembering and reasoning

	The Cultural Revolution 1966-76.	<p>To understand the economy policies – success and failures. To investigate the social developments under Mao.</p> <p>To investigate the causes of the CR. What happened and the key people involved and the effects in China.</p>	Exam source question – Cultural Revolution	<p>Analysis Source Evaluation Interpretation Planning Comparing</p>	<p>Reflectiveness – responding to feedback</p> <p>Evaluation of secondary sources</p> <p>Analysis and synthesis</p>
Spring A – Unit 4	Non-exam assessment completion and submission	<p>To write independently researched essay, ensuring that both primary and secondary sources are used and assessment for their utility and provenance. To show analysis, evaluation and substantiation within writing.</p>	<p>Final teacher feedback on essay and then formal marking.</p> <p>Continuation of formal marking and peer marking within the department – submission of marks to OCR</p>	<p>To be able to draw on a range of primary and secondary material. To utilise the skills and understanding developed elsewhere in the course. To work independently, using a range of sources and interpretations To develop an understanding of how historians work.</p>	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Evaluation and synthesis</p> <p>Analysis and validation of views using supporting evidence</p>
Spring B – Unit 3	Deng Xiaoping			<p>Understanding Explaining</p>	<p>Remembering and reasoning</p>

	<p>Economic reform</p> <p>Political repression and the pro-democracy movement 1979-89</p> <p>China and the wider world 1978-97.</p>	<p>To understand how Deng became the leader of China by 1978</p> <p>To investigate the successes and failures of his Four Modernisations.</p> <p>To understand the events of the Tiananmen Square massacre and how it was repressed.</p> <p>To examine Deng's relationship with America, the Soviet Union, Japan and GB.</p>		<p>Applying knowledge</p> <p>Analysis</p> <p>Evaluation</p> <p>Interpretation</p> <p>Planning</p> <p>Comparing</p>	<p>Reflectiveness – responding to feedback</p> <p>Evaluation of secondary sources</p> <p>Analysis and synthesis</p>
Spring B – revise Unit 1 & 2	Revision of key content and skills for Unit 1 and Unit 2.	<p>To recap of Unit 1 – key skills needed for question 1 – practice exam questions and focus on core content.</p> <p>To recap Unit 2 – core content and exam technique</p>	Teacher marked practice questions done in students' own time	To be able to fulfil the requirements of AO1, AO2 and AO3	<p>Remembering and reasoning</p> <p>Reflectiveness – responding to feedback</p> <p>Time management</p> <p>Evaluation and synthesis</p> <p>Analysis and validation of views using supporting evidence</p>

Summer A – Unit 3	Thematic examination essay questions.	To understand how to answer a thematic essay question To work in group to give a presentation to the class on one of the 4 themes – Government, Economy, Society and Wider World.	Teacher marked practice essay questions	Understanding Explaining Applying knowledge Analysis Evaluation Interpretation Planning Comparing	Remembering and reasoning  Reflectiveness – responding to feedback  Evaluation of secondary sources  Analysis and synthesis
Summer A – revise Unit 1 & 2	Revision of key content and skills for Unit 1 and Unit 2.	To recap of Unit 1 – key skills needed for question 1 – practice exam questions and focus on core content. To recap Unit 2 – core content and exam technique	Teacher marked practice questions done in students' own time	To be able to fulfil the requirements of AO1, AO2 and AO3	Remembering and reasoning  Reflectiveness – responding to feedback  Time management  Evaluation and synthesis  Analysis and validation of views using supporting evidence

--	--	--	--	--	--