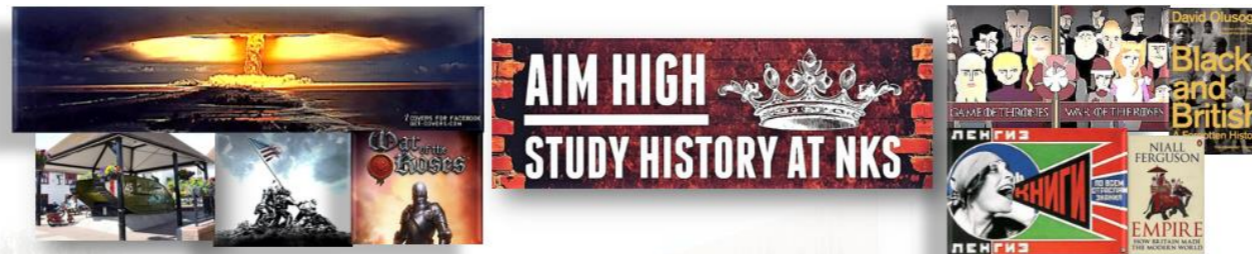


NKS History Curriculum Map 2022



The purpose of studying History at NKS is...

At NKS, History is a valued academic discipline which aims to broaden understanding of political, economic, social, military, cultural and intellectual developments in the past. The NKS History Department has constructed a cumulative curriculum which aspires to broaden and refine subject knowledge from Years 7-13. Students are taught how to communicate their ideas effectively, in written answers and verbally. We enable students to analyse the events which continue to shape our lives on a local, national and global level. The History Department's aim is to create self-assured and resilient learners, with the ability to think critically about the past, and gain a level of mastery in subject knowledge. This critical thinking is applied in the evaluation of historical sources and interpretations, whilst also allowing students to immerse themselves in contemporary controversies involving History (e.g. empire, immigration etc). By allowing students to explore the events and ideas which have fed into the debate about 'British Values', they will gain a more complex and secure appreciation of concepts like tolerance, democracy, liberty, endeavour, diversity, responsibility and community.

Year 7

Prior to joining NKS students will have studied the National Curriculum History topics up to and including Anglo-Saxon England Our curriculum builds on and extends this by extending the chronology into the medieval era and introducing specialist historical concept and debates.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Why was 1066 a year of crisis in England? Anglo-Saxon England, 1066 and after How did Ashford develop in the Anglo-Saxon and Norman era?	Why was the Medieval Church so powerful? Does Becket deserve the reputation of Martyr? England: Church, Crown and People	In breaking from Rome, was Henry VIII driven more by love, money or power? Reformation/Tudors	How did the power of the monarchy change over the 17 th C? Why did the English go to war with themselves in 1642? English Civil War to Glorious Revolution/Evidence	Why did the British have an empire and how did it evolve over time?	From conquest to contribution: how has immigration to the British Isles changed over 2,000 years? 2000 Years of Migration to Britain/ long-term change
Examples of skills and concepts (For a full list of substantive concepts, see SOW)	Causation and consequence e.g. Kingship Primogeniture Claim (to throne) Legitimacy Illegitimacy Monarchy Oath Earl	Introducing Historical Interpretations The Church (as organisation not a building) Roman Catholic Church Pope/Papacy Faith Power Pilgrimage Heaven/Hell	Causation and consequence Lutheran Protestant Catholic Heir Corruption Royal Finances Papacy Corruption Corruption	Change and Continuity Historical Evidence (inference and utility) Civil War Parliament Absolute Monarchy Taxation Parliamentary Privilege	Historical Evidence (evaluating) Mughal Empire Colony Imperialism Company (e.g. East India) Profit Cash Crops Natives/Native populations Conquer Slavery Indentured servitude Rebellion Sepoys Mutiny Raj Interpretation	Long-Term Change & Continuity Knowledge and communication Anglo-Saxons Normans Huguenots Black Tudors/Georgians Settlement Refugees Lascars Anti-Semitism Pogrom Windrush Generation
Assessment	Why did William win the Battle of Hastings? Essay	Does Becket deserve to be known as a martyr? Museum Display	In breaking from Rome, was Henry VIII driven more by love, money or power? Essay	What can 17 th C sources reveal about the causes of the English Civil War? Speech	How useful are the sources for an historian studying the British defeat at Isandlwana? Essay	End of year exam TBC
Enrichment and extension	Student Alternative History Society Trip and/or History Enrichment Day					



Year 8

Our Y8 curriculum builds on and extends the work done in Y7 both chronologically and conceptually. Units are sequenced to encompass more mature areas of study e.g. Slavery, the Holocaust and the causes of WWI. The tasks require more a greater level of independence for example, in researching the topics, for example, in terms 1.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Slave Trade/Industrial Revolution/Local vs National	WWI – trench warfare; Allied victory/German defeat	Treaty of Versailles Dictators’ methods of control Causes of WWII	WWII – key turning point Dunkirk – interpretations Why did the Allies win WWII?	Holocaust	Evolution of Democracy and Rights in Britain 19th-20 th C
Examples of skills and concepts (For a full list of substantive concepts, see SOW)	Change and Continuity Triangular trade; slavery; Middle Passage; Human Rights Plantation Social impact Urbanisation Migration Revolution Industry Entrepreneurs Factories Working class	Historical evidence Assassination Imperialism Nationalism (incl Balkan nationalism) Militarism Alliance System Revanchism Pan-Slavism Great Power conflict Expansionism War of movement Trench Warfare Trench Machine gun Artillery War on two fronts Infantry Cavalry	Historical Interpretations Treaty Disarmament Polish Corridor Concession Reparations Propaganda Terror Control Secret Police Camps Repression Coercion Consent Nazi ideology Expansionism Anti-Semitism Anti-communism	Ultimatum Invasion Phoney War BEF Blitzkrieg Retreat/rout Evacuation Operation Sealion Fighter plane Bomber Radar Spitfire/Hurricane RAF/Luftwaffe Blitz Hiroshima	Interpretations Zyklon B Untermenschen T-4 Program Shoah Nuremberg Laws Ghetto Kristallnacht Lebensraum Holocaust Gas Chambers Concentration Camp Extermination Camp Resistance Auschwitz-Birkenau Antisemitism	Change and Continuity Peterloo Political Reform Suffragists Expansion of the Franchise Suffragettes Representation of the People Act 1969
Assessment	Group seminar task on different aspects of the Atlantic Slave Trade, and quiz	Source utility evaluation. Source question	Did the dictators rule more through terror or popularity? Museum display	Why did the Allies win WWII? Essay	Should we teach more about Jewish resistance to the Holocaust? Speech	End of year exam TBC
Enrichment and extension	Student Alternative History Society Trip and/or History Enrichment Day					



Year 9

Our Y9 curriculum builds on and extends the work done in Y8 by summarising key themes in our GCSE foundation course. Students begin with the thematic study (Britain: Health & the People) to promote chronological understanding in the light of the foundation course. The curriculum is broadened out by a highly-focused depth study on Norman England in Terms 4-6.

Units are sequenced to help students: 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.

It prepares students for the GCSE programme by covering the required topics and exam question

Paper 1: Germany/WWI; Paper 2: Health & the People/Norman England

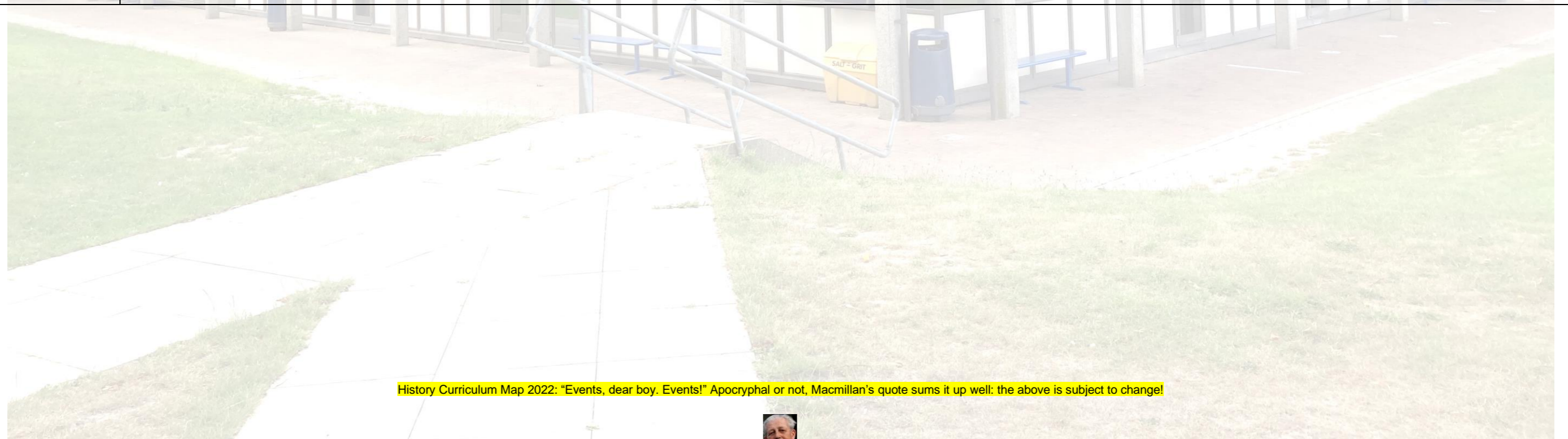
	Term 1-2	Term 3 - 4	Term 5-6
Content – Knowledge and Understanding	Foundation Course - 1000 year 'big history': <ul style="list-style-type: none"> • Politics • Economics • Society • Culture • Military • Science BRITISH HISTORY: THEMATIC STUDY: <ul style="list-style-type: none"> • Britain: Health and the People 1000 A.D. – the present <ul style="list-style-type: none"> ○ 19th and 20th C Health 	BRITISH HISTORY: THEMATIC STUDY: <ul style="list-style-type: none"> • Britain: Health and the People 1000 A.D. – the present <ul style="list-style-type: none"> ○ 19th and 20th C Health BRITISH HISTORY: DEPTH STUDY <ul style="list-style-type: none"> • Norman England 1066-1100: Conquest 	BRITISH HISTORY: DEPTH STUDY <ul style="list-style-type: none"> • Norman England <ul style="list-style-type: none"> ○ Consolidation/ Methods of Control ○ Methods: Conciliation ○ Methods: Repression ○ Harrying of the North ○ Hereward the Wake
Examples of skills and concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts like continuity, change, cause, consequence, significance, similarity and difference. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.		
Assessment	Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed	Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed	Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed End of year test
Enrichment and extension	NKS GCSE Foundation course – based on degree structure – online thematic lectures followed up by class activities		



Year 10

Our Y10 curriculum builds on and extends the work done in Y9 by developing student understanding of the impact of the Normans. Students are given the opportunity to revise their Y9 Health topic in preparation for a PPE in in (usually Term 3). Paper 1 (modern history) is scheduled after paper 2 because of paper 1's greater level of conceptual challenge (e.g. left-wing/right-wing). Y10 are more likely to access such things at a deeper level than in Y9. At the end of term 6 we return to the Normans Depth Study to tackle the Historic Environment topic as the exam board will have published the necessary resource pack, by that point. We use this as an opportunity to revise the topic in the light of that resource pack. Students sit a Normans PPE.

	Term 1-2	Term 3 - 4	Term 5-6
Content – Knowledge and Understanding	Norman England 1066-1100 (cont'd) Impact on society and economy Impact on religion Impact on culture, education etc.	Germany 1890-1945 Kaiser Wilhelm and the problems facing the Second Reich Weimar Germany and rise of Hitler	Nazi Germany: Nazi Rule and impact on Society Nazi Economy; Impact of war; Opposition to the Nazis Evolution of anti-Semitic policies Term 6 Normans Historic Environment Study.
Examples of skills and concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts like continuity, change, cause, consequence, significance, similarity and difference. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.		
Assessment	Weekly quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed	Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed <u>Using PPEs as stepping-stones between Y9 and final exams</u> <u>Approx. Term 3: Health & the People PPE</u>	Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed <u>Using PPEs as stepping-stones between Y9 and final exams</u> <u>Approx. Term 6: Normans PPE</u>
Enrichment and extension options	Trip to Pevensey Castle, Battle Abbey, Hastings Battlefield Potential overseas trip in future years		



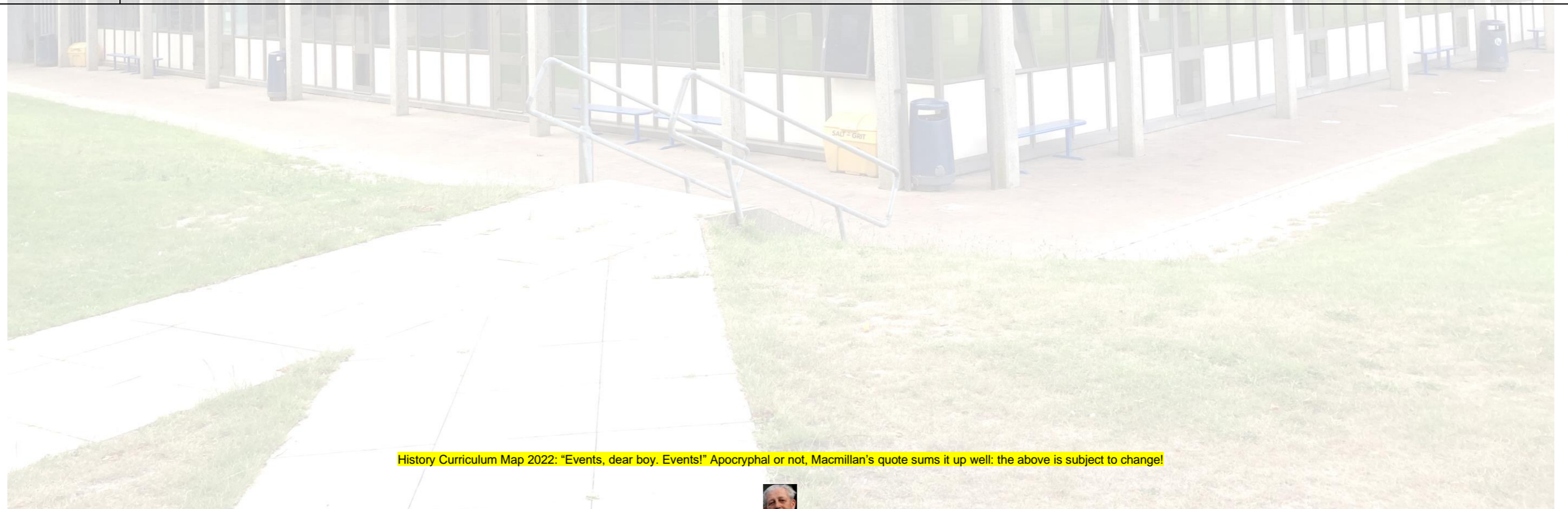
History Curriculum Map 2022: "Events, dear boy. Events!" Apocryphal or not, Macmillan's quote sums it up well: the above is subject to change!



Year 11

Our Y11 curriculum builds on and extends the work done in Y10 by revising/summarising any necessary topics from the previous two terms (especially Germany) (*Summer 2020 changes – email rgray@nks.kent.sch.uk for details). The WWI topic is scheduled after the study of Germany so that students can better understand the diplomatic events of the 1890s-1914, having already briefly studied the Kaiser’s foreign policy plans and methods as part of the Germany 1890-1945 topic. Students take a full Paper 2 PPE in Nov to provide another revision stepping-stone, bridging the gap between Y9 and the end of Y11. Students sit a full Paper 1 PPE in the more recent topics (Germany and WWI) in Feb/March.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Germany 1890-1945 - revision WWI Causes WWI 1894-1914 Tensions and international crises		Course of WWI 1914-1918 Development of trench warfare, key battles (Verdun, Somme etc.) Reasons for Allied victory in Nov 1918 Revision		Revision	
Examples of skills and concepts	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts like continuity, change, cause, consequence, significance, similarity and difference. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.					
Assessment	Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed <u>Nov/Dec Full Paper 2 PPE (Both Health & Normans) *This may be affected by AQA final exam changes email rgray@nks.kent.sch.uk for details</u>		Weekly Quizzes to assist long-term memory Exam questions from the relevant exam paper. Peer and/or teacher assessed <u>Feb/March Paper 1 PPE Germany/WWI</u>		<u>Revision tests</u> <u>Revision sessions</u>	
Enrichment and extension	Intervention sessions – stretch and challenge. Potential overseas trip in future years					



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Year 12

Prior to commencing A Level students will have studied GCSE History. An understanding of students' starting points is achieved by an initial piece of writing in the first two weeks. Our Y12 curriculum builds on and extends on this by offering new topics and eras of study as well as more advanced skills and conceptual challenge.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Component 1: Russia 1855-17 and 1917-64 Trying to preserve autocracy, 1855—1894 <ul style="list-style-type: none"> Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War Political authority and attempts at reform: Alexander II; emancipation of the serfs and attempts at domestic and military reform Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments Political authority in action: Russification; treatment of ethnic minorities and Jews Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; the cultural influence of the Church 			The collapse of autocracy, 1894—1917 <ul style="list-style-type: none"> Political authority, government and Tsar; Nicholas II as ruler: political developments to 1914; 1905 Revolution; Duma government Economic developments to 1914: industrial and agricultural growth and change Social developments to 1914: change and conditions of working and living in towns and countryside; social divisions; cultural changes Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime; opposition and the collapse of autocracy; the political developments of 1917 Political authority, opposition and government: the Bolshevik takeover and the establishment of Bolshevik government by December 1917; opposition 		
	Component 2 England 1450-71 and 1471-99 + NEA (coursework) US Foreign Policy c1898-c2000 The origins of conflict, 1450-1459 <ul style="list-style-type: none"> English society and politics in 1450: Expectations of medieval kings The weakness of Henry VI's rule; The impact on English politics of the emerging power and influence of Richard of York 1450-55 Development of vendettas/blood feuds as a consequence of St Albans The uneasy peace 1455-59. The War of the Barons, 1459-1461 Military developments Political developments Yorkist Victory 			The Triumph of the Yorkists 1461-1471 <ul style="list-style-type: none"> The personal rule of Edward IV Consolidation of power and dealing with pockets of Lancastrian resistance 1461-64 Political impact of his marriage to Elizabeth Woodville Treatment and promotion of Woodvilles Warwick the Kingmaker Attempts to restore Henry VI 		
	NEA – History of USA and its Foreign Policy – lectures and research			NEA – Students choosing NEA question, sources, interpretations, further research and planning		
Examples of skills and concepts	AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.					
Assessment	<ul style="list-style-type: none"> Weekly Quizzes Regular timed essays Pre-Public Exams (mocks) Revision games/activities Presentations 					
Enrichment and extension options	Previous years have included: <ul style="list-style-type: none"> Debate activities Student History Conference NKS Alternative History Society 					



- Lecture visits/online
 - Visits to local universities such as Kent University
- (There may be the possibility of future residential trips after restrictions are lifted)



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Year 13

Our Y13 curriculum builds on and extends the work done in Y12 by completing the study of the entire era. Students can expect questions drawn from a broader time period. The evaluation of sources and interpretations will take into account a greater level of maturity and contextual understanding. Units are sequenced to secure both chronological and thematic understanding in line with the specification set out by the exam board.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	The emergence of Communist dictatorship, 1917—1941 <ul style="list-style-type: none"> Political authority and government: new leaders and ideologies; Lenin's Russia, ideology and change; Stalin's rise, ideology and change Political authority and government: the consolidation of Bolshevik authority and development of the Stalinist dictatorship Economic developments: Lenin's decrees; the Stalinist economy; collectivisation and the Five Year Plans Social developments: effect of Leninist/Stalinist rule on class, women, young people, religion and national minorities; propaganda and cultural change Opposition: faction; the Red Terror and the purges The political, economic and social condition of the Soviet Union by 1941 		The Stalinist dictatorship and reaction, 1941—1964 <ul style="list-style-type: none"> Political authority, opposition and the state of the Soviet Union in wartime: the political, economic and social impact of war, effect on Stalin, government and 'the people' Political authority and government to 1953: High Stalinism; the revival of terror; destruction of 'supposed' opposition and cult of personality; the power vacuum on Stalin's death Political authority and government: Khrushchev's rise to power; policies and ideology; de-Stalimsation; political and party change Economic and social developments: changes in industrial organisation from Stalin to Khrushchev; agriculture and the Virgin Lands scheme; social and cultural change from Stalin to Khrushchev Opposition: cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power The political, economic and social condition of the Soviet Union by 1964 		Revision and final exams	
	"The Sun in Splendour" Edward IV 1471-83 <ul style="list-style-type: none"> The Consolidation of Royal Authority Crushing rebels in Kent, Wales, John De Vere Pardons for former Lancastrians Regional control The use of foreign policy to consolidate Ed's power in England: France, Burgundy, Scotland, Brittany New methods of government Factional rivalries Premature death of Edward IV and problem of succession <p>NEA Workshops, technique, write-up and submission</p>		The Downfall of the Yorkist Monarchy 1483-1486 <ul style="list-style-type: none"> The Coup d'état by Richard of Gloucester Strengths & Weaknesses of RIII's position in 1484 Downfall of RIII The End of the Yorkist Dynasty 1486-99 Yorkist opposition to Henry VII The Lovell Revolt/Simnel and his rebellion Attempts to maintain the Yorkist cause Margaret of Burgundy examples of her intervention - strengths and weaknesses Impact of the WoR on English society by 1499 Impact on nobles, gentry, commons Impact on Trade and the economy 		Revision and final exams	
Examples of skills and concepts	AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.					
Assessment	<ul style="list-style-type: none"> Weekly Quizzes Regular timed essays Pre-Public Exams (mocks) Revision games/activities 					



	<ul style="list-style-type: none">• Presentations
Enrichment and extension	<p>Previous years have included:</p> <ul style="list-style-type: none">• Debate activities• Student History Conference• NKS Alternative History Society• Lecture visits/online• Visits to local universities such as Kent University <p>(There may be the possibility of future residential trips after restrictions are lifted)</p>



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