

**Quality of Education:** Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.

SUBJECT: History		CURRICULUM PROGRESSION PATHWAYS		CL: Mr L. Mayhew			
KS3 (Level 1)	KS4 (Level 2) - Edexcel GCSE History	KS5 (Level 3) – AQA A-Level History	Further Education and training	Careers			
<p><b>Knowledge</b></p> <p><b>Medieval History</b></p> <ul style="list-style-type: none"> <li>• Normans</li> <li>• Feudal System</li> <li>• Magna Carta</li> <li>• Black Death</li> </ul> <p><b>Church, State &amp; Society</b></p> <ul style="list-style-type: none"> <li>• The Crusades</li> <li>• Role of religion</li> <li>• Reformation</li> <li>• Gunpowder Plot</li> <li>• Civil War</li> </ul> <p><b>Industry, Empire &amp; Slavery</b></p> <ul style="list-style-type: none"> <li>• British Empire</li> <li>• Slave Trade</li> <li>• Abolition</li> <li>• Industrial Revolution</li> </ul> <p><b>The First World War &amp; Second World War</b></p> <ul style="list-style-type: none"> <li>• Examination of key causes of both wars</li> <li>• Experience of soldiers and civilians</li> <li>• Comparison of conflicts.</li> </ul> <p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• Causes of, key features of and consequences of the Holocaust.</li> </ul> <p><b>Post-WW2</b></p> <ul style="list-style-type: none"> <li>• Normans</li> <li>• Feudal System</li> <li>• Magna Carta</li> <li>• Black Death</li> </ul> <p><b>Civil Rights</b></p> <ul style="list-style-type: none"> <li>• Key features of the US Civil Rights movement 1958-70</li> </ul> <p><b>Protest &amp; Terrorism</b></p> <ul style="list-style-type: none"> <li>• Exploration of different examples of terrorism and protest in the 20<sup>th</sup> Century.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Foundation of reading and using primary and secondary sources related to the topic.</li> <li>• Starting to build a picture of period.</li> <li>• Recall and deployment of own knowledge to support views.</li> <li>• Starting to construct focused arguments in extended writing.</li> <li>• Developing use of second order concepts such as cause and consequence, significance, diversity, change and continuity, similarity and difference.</li> </ul>		<p><b>Knowledge</b></p> <p><b>Crime &amp; Punishment</b></p> <ul style="list-style-type: none"> <li>• Nature and changing definitions of criminal activity</li> <li>• The nature of law Enforcement and punishment</li> <li>• Whitechapel, c1870–c1900: crime, policing and the inner city</li> </ul> <p><b>Weimar and Nazi Germany, 1918–39</b></p> <ul style="list-style-type: none"> <li>• The Weimar Republic 1918–29</li> <li>• Hitler's rise to power, 1919–33</li> <li>• Nazi control and dictatorship, 1933–39</li> <li>• Life in Nazi Germany, 1933–39</li> </ul> <p><b>American West</b></p> <ul style="list-style-type: none"> <li>• The early settlement of the West, c1835–c1862</li> <li>• Development of the plains, c1862–c1876</li> <li>• Conflicts and conquest, c1876–c1895</li> </ul> <p><b>Henry &amp; His Ministers</b></p> <ul style="list-style-type: none"> <li>• Henry VIII and Wolsey, 1509–29</li> <li>• Henry VIII and Cromwell, 1529–40</li> <li>• The Reformation and its impact, 1529–40</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to read and interpret primary and secondary sources related to the topic.</li> <li>• Ability to contextualize information.</li> <li>• Recall and deployment of own knowledge to support views and arguments.</li> <li>• Ability to construct focused arguments in extended writing.</li> <li>• Confident use of second order concepts such as cause and consequence, significance, diversity, change and continuity, similarity and difference.</li> </ul>		<p><b>Knowledge</b></p> <p><b>Henry VII, 1485–1509</b></p> <ul style="list-style-type: none"> <li>• Henry Tudor's consolidation of power</li> <li>• Government</li> <li>• Relationships foreign powers</li> <li>• Society</li> <li>• Economic development</li> <li>• Religion</li> </ul> <p><b>Henry VIII, 1509–1547</b></p> <ul style="list-style-type: none"> <li>• Character and aims</li> <li>• Relationships with foreign powers</li> <li>• Society</li> <li>• Economic development</li> <li>• Religion</li> </ul> <p><b>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</b></p> <ul style="list-style-type: none"> <li>• Royal authority &amp; problems of succession; relations with foreign powers</li> <li>• Impact of religious and economic changes under Edward VI developments; humanist and religious thought</li> <li>• Mary I and her ministers</li> <li>• The social impact of religious and economic changes under Mary I</li> <li>• Elizabeth I: character and aims</li> <li>• The impact of economic, social and religious developments</li> </ul> <p><b>The triumph of Elizabeth, 1563–1603 (A-level only)</b></p> <ul style="list-style-type: none"> <li>• Elizabethan government</li> <li>• Foreign affairs</li> <li>• Society: continuity and change</li> <li>• Economic development</li> <li>• Religious developments</li> <li>• Age' of art, literature and music</li> <li>• The last years of Elizabeth</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Analysis of differing interpretations</li> <li>• Construction of developed, coherent analytical essay</li> <li>• Ability to contextualize information</li> <li>• Confident and wide ranging use of second order concepts such as cause and consequence, significance, diversity, change and continuity, similarity and difference.</li> </ul>		<ul style="list-style-type: none"> <li>• University Courses</li> <li>• National History associations</li> <li>• Historical Association</li> <li>• Local History Societies</li> <li>• Evening courses</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Museums and Galleries</li> <li>• Historic Houses, Heritage Sites and Organisations</li> <li>• Record Offices, Archives, Libraries and Universities</li> <li>• Archaeology and Architecture, Conservation and Horticulture</li> <li>• National and Local Government, the Civil Service and the Diplomatic Service</li> <li>• The Media</li> <li>• Law</li> <li>• The Police and Armed Forces</li> </ul>