

Year view Subject: History Curriculum Map 2026				
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	Introduction History: How far has Crime and Punishment changed through time? <i>Key substantive concepts: crime, law, judiciary, punishment, Medieval, Early Modern, Modern.</i> <i>Key disciplinary knowledge: change and continuity, sources.</i>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements.</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Crime and Punishment</i>	<b>Timings of unit will vary with pupil cohorts.</b>  <b>Links to prior learning:</b> Opportunity to consolidate primary school learning <b>Links to future learning:</b> Thematic unit (GCSE) Links to Careers: 'What is History? And What is a Historian?'. Focus on the more traditional ideas around careers linked to History such as Archaeology, Historians, Archivist.
<b>Autumn Term 2</b>	How did the Normans conquer England? <i>Key substantive concepts: monarchy, conflict, Viking, Anglo-Saxon, Norman, crisis</i> <i>Key disciplinary knowledge: significance, causation, sources.</i>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> </ul>	Regular in-class Formative Assessment and Homework	<b>Links to future learning:</b> Kingship (Y7 Tudors) <b>Curriculum Enrichment:</b> Meanwhile, Elsewhere
<b>Spring Term 1</b>	Did the Black Death cause the Peasants Revolt? <i>Key substantive knowledge: society, health, plague, peasantry, revolt.</i> <i>Key disciplinary knowledge: causation, sources, significance</i>  Who was the Greatest Mughal Emperor?. <i>Key substantive knowledge: kingship, empire</i> <i>Key disciplinary knowledge: sources, significance</i>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements.</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Peasants Revolt</i>	<b>Links to wider curriculum:</b> Literacy, cultural capital. <b>Links to prior learning:</b> Life in Medieval Era (thematic C&P unit) <b>Links to future learning:</b> Medieval attitudes to disease (GCSE)
<b>Spring Term 2</b>	What can sources tell us about the Tudor period? <i>Key substantive knowledge: religion, reformation, Protestant, Catholic</i> <i>Key disciplinary knowledge: sources, similarity and difference, change and continuity.</i>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements.</li> </ul>	Regular in-class Formative Assessment and Homework	<b>Links to wider curriculum:</b> Catholicism as part of Religious Studies <b>Links to prior learning:</b> monarchical change (Norman Conquest) <b>Links to future learning:</b> (Early) Elizabethan England (GCSE)
<b>Summer Term 1</b>	Why did we remove, replace and restore the monarchy? ➤ Why did England execute its king? <i>Key substantive knowledge: Civil War, Royalist, Parliamentarian, warfare.</i> <i>Key disciplinary knowledge: causation, change and continuity, sources.</i>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements.</li> </ul>	Regular in-class Formative Assessment and Homework	<b>Links to prior learning:</b> Religious instability during the Tudor period <b>Link to future learning:</b> 1500-1700 Period (GCSE Medicine). <b>Links to wider curriculum:</b> Religious Studies (Catholicism and Puritanism).

<b>Summer Term 2</b>	<p>Why did we remove, replace and restore the monarchy?</p> <ul style="list-style-type: none"> <li>➤ How should we remember Oliver Cromwell?</li> <li>➤ Had anything changed by c1700?</li> </ul> <p><i>Key substantive knowledge: Protectorate, Puritan, New Model Army.</i></p> <p><i>Key disciplinary knowledge: interpretations, similarity and difference, change and continuity.</i></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements</li> <li>• Analyse, evaluate and make substantiated judgements about interpretations.</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>Y7 End of Year Exam (Whole Course)</i></p>	<p><b>Links to wider curriculum:</b> Religious Studies (Catholicism and Puritanism)</p> <p><b>Links to prior learning:</b> Monarchical change (Norman Conquest, Tudor Period).</p> <p><b>Curriculum Enrichment:</b> Meanwhile, Elsewhere</p>
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<b>Year view Subject: History Curriculum Map 2026</b>				
<b>Year 8</b>	<b>Knowledge/Content</b>	<b>Skills</b>	<b>Assessments/Checkpoints</b>	<b>Comments</b>
<b>Autumn Term 1</b>	<p>Why did the Transatlantic Slave-Trade take so long to abolish?</p> <p><i>Key substantive knowledge: slavery, slave-trade, Middle Passage, Triangular-Trade, plantation abolitionist.</i></p> <p><i>Key disciplinary knowledge: sources, causation, significance.</i></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements.</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>Slavery</i></p>	<p><b>Links to prior learning:</b> British social history</p> <p><b>Links to future learning:</b> British Empire (Y8)</p> <p><b>Links to wider curriculum:</b> Literacy, cultural capital</p>
<b>Autumn Term 2</b>	<p>What did 'colonisation' mean for the indigenous people of different places in the British Empire?</p> <p><i>Key substantive knowledge: colonisation, indigenous, imperialism.</i></p> <p><i>Key disciplinary knowledge: similarity and difference, interpretations.</i></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and make substantiated judgements about interpretations.</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p>	<p><b>Links to prior learning:</b> Slavery unit (Y8)</p> <p><b>Links to future learning:</b> Medicine (GCSE), Protest, Agitation and Parliamentary Reform (A-Level)</p> <p><b>Links to wider curriculum:</b> Literacy, cultural capital</p>
<b>Spring Term 1</b>	<p>What was the impact of the Industrial Revolution on Britain? (Includes Local Study of Saltaire)</p> <p><i>Key substantive knowledge: revolution, industry, working class, Chartism.</i></p> <p><i>Key disciplinary knowledge: significance, similarity and difference, interpretations.</i></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p>	<p><b>Links to prior learning:</b> Thematic (C&amp;P, Y7)</p> <p><b>Links to future learning:</b> Medicine (GCSE), Protest, Agitation and Parliamentary Reform (A-Level)</p> <p><b>Curriculum Enrichment:</b> Meanwhile, Elsewhere</p> <p><b>Links to Careers:</b> In preparation for the GCSE Options deadline, a more job /career specific focus to identify the skills used in studying History that can be seen using real world examples.</p>
<b>Spring Term 2</b>	<p>What were the causes and events of the First World War?</p> <p><i>Key substantive knowledge: alliance systems, trench warfare, battlefield, conscription.</i></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding.</li> <li>• Explanation and analysis.</li> <li>• Analyse, evaluate and use sources to make judgements.</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>The Battle of the Somme</i></p>	<p><b>Curriculum Enrichment</b> Battlefields Trip</p> <p><b>Links to prior learning:</b> changes in warfare (Normans, Tudors, Civil War), social history</p>

	<i>Key disciplinary knowledge: interpretations, sources.</i>	<ul style="list-style-type: none"> <li>Analyse, evaluate and make substantiated judgements about interpretations.</li> </ul>		from Victorian life and industrial revolution, A-Level coursework
<b>Summer Term 1</b>	<p>How far did the First World War cause the Second World War?</p> <p><i>Key substantive knowledge: Nazism, Fascist, treaty, reparations.</i></p> <p><i>Key disciplinary knowledge: causation, significance.</i></p>	<ul style="list-style-type: none"> <li>Knowledge and understanding.</li> <li>Explanation and analysis.</li> </ul>	Regular in-class Formative Assessment and Homework	<p><b>Curriculum Enrichment</b> Battlefields Trip</p> <p><b>Links to future learning:</b> GCSE Cold War and GCSE Russia Units, A-Level Germany and Italy</p>
<b>Summer Term 2</b>	<p>How and why did the Holocaust happen?</p> <p><i>Key substantive knowledge: genocide, ghetto, concentration camp.</i></p> <p><i>Key disciplinary knowledge: sources, causation.</i></p>	<ul style="list-style-type: none"> <li>Knowledge and understanding.</li> <li>Explanation and analysis.</li> <li>Analyse, evaluate and use sources to make judgements.</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>Y8 End of Year Exam (Whole Course)</i></p>	<p><b>Links to wider curriculum:</b> Literacy, cultural capital, RS (Holocaust)</p> <p><b>Links to prior learning:</b> Nazism and Extremism (Second World War, Y8)</p> <p><b>Links to future learning:</b> A-Level Germany and Italy</p>

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<p><b>Medicine Through Time: Medieval Medicine (1250-1500)</b></p> <p><i>Key substantive knowledge: religion, education, tradition, Black Death, Four Humours, physicians, herbal remedies, key individuals, Medieval.</i></p> <p><i>Key disciplinary knowledge: causation, consequence, similarity and difference, change and continuity.</i></p>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>Medieval Medicine</i></p>	<p><b>Curriculum Enrichment and Links to wider curriculum <i>across the year:</i></b> Meanwhile Elsewhere, Enrichment Carousel, Literacy, cultural capital</p> <p><b>Links to prior learning:</b> Thematic unit (Y7) Medieval Britain including feudal system, social history (Y7)</p> <p><b>Links to future learning:</b> Medicine Through Time.</p>
<b>Autumn Term 2</b>	<p><b>Medicine Through Time: Early Modern Medicine (1500-1700)</b></p> <p><i>Key substantive knowledge: Renaissance, Great Plague, Printing Press, physiology, blood transfusion, anatomy, quarantine.</i></p> <p><i>Key disciplinary knowledge: (as above)</i></p>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>Early Modern Medicine</i></p>	<p><b>Links to prior learning:</b> Thematic unit (Y7), Civil War and restoration (Y7), Medicine (Y8)</p> <p><b>Links to future learning:</b> GCSE Early Elizabethan England</p>
<b>Spring Term 1</b>	<p><b>Medicine Through Time: Medicine in the years' 1700-1900</b></p> <p><i>Key substantive knowledge: Industrial Revolution, Germ Theory, vaccination, antiseptics.</i></p> <p><i>Key disciplinary knowledge: (as above)</i></p>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	<p>Regular in-class Formative Assessment and Homework</p> <p>Summative Assessment: <i>19<sup>th</sup> Century Medicine</i></p>	<p><b>Links to prior learning:</b> Thematic unit (Y7), Industrial Revolution (Y8), British Empire (Y8), Medicine (Y9)</p> <p><b>Links to future learning:</b> Protest, Agitation &amp; Parliamentary Reform: A-Level</p>
<b>Spring Term 2</b>	<p><b>Medicine Through Time: Modern Medicine (1900-Present)</b></p>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	Regular in-class Formative Assessment and Homework	<p><b>Links to prior learning:</b> Thematic unit (Y7), WWI and WWII units (Y8), Medicine units (Y9)</p>

	<i>Key substantive knowledge: Genes, DNA, antibiotics, National Health Service</i> <i>Key disciplinary knowledge: (as above)</i>		Summative Assessment: <i>Modern Medicine</i>	<b>Links to future learning:</b> Cold War (GCSE), Germany and Italy (A-Level).
<b>Summer Term 1</b>	<b>Historic Environment:</b> British Sector of the Western Front <i>Key substantive knowledge: warfare, trench system, evacuation, base hospitals,</i> <i>Key disciplinary knowledge: sources, change and continuity</i>	<ul style="list-style-type: none"> <li>As above.</li> <li>In addition, analyse, evaluate and use sources to make substantiated judgements</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Historic Environment</i>	<b>Links to prior learning:</b> Thematic unit (Y7), WWI (Y8), Medicine (Y9) <b>Links to future learning:</b> Germany 1918-89 (A-Level)
<b>Summer Term 2</b>	<b>Early Elizabethan England:</b> Problems, Decisions and Challenges to the Religious Settlement <i>Key substantive knowledge: ...</i> <i>Key disciplinary knowledge: causation, consequence</i>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Historic Environment</i>	<b>Links to prior learning:</b> Tudor and Civil War (Y7) <b>Links to future learning:</b> Elizabethan England.

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Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<b>Early Elizabethan England:</b> Plots at home and abroad; rivalry, war and the Spanish Armada. <i>Key disciplinary knowledge: Cause and consequence.</i>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Early Elizabethan England (Causation Focus)</i>	<b>Curriculum Enrichment; Links to wider curriculum across the year:</b> Meanwhile Elsewhere, Enrichment Carousel; Literacy, cultural capital and Religious Studies <b>Links to prior learning:</b> Y7 units on Tudor and Civil War <b>Links to future learning:</b> Eliz. England
<b>Autumn Term 2</b>	<b>Early Elizabethan England:</b> Leisure, education and the problem of the poor; exploration and voyages of discovery. <i>Key disciplinary knowledge: Significance and sources.</i>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Early Elizabethan England (Key Features Focus)</i>	<b>Links to prior learning:</b> Y7 Tudors; British Empire (Y8) <b>Links to future learning:</b> Eliz. England <b>Links to wider curriculum</b> Drama; English.
<b>Spring Term 1</b>	<b>Weimar and Nazi Germany:</b> The origins of the Republic, 1918–19, The early challenges to the Weimar Republic, 1919–23, The ‘Golden Years’: recovery of the Republic, 1924–29, Changes in society, 1924–29  <i>Key disciplinary knowledge: Causation, chronology, interpretations and significance.</i>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the key features of the period</li> <li>Explanation and analysis</li> <li>Analyse, evaluate and use sources to make substantiated judgements</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Weimar and Nazi Germany (Significance Focus)</i>	<b>Links to prior learning:</b> The First World War, Holocaust (Y8) <b>Links to future learning :</b> Cold War GCSE units

<b>Spring Term 2</b>	<b>Weimar and Nazi Germany:</b> Early development of the Nazi Party, 1920–22, The Munich Putsch and the Nazi Party, 1923–28, The growth in support for the Nazis, 1929–32, How Hitler became Chancellor, 1932–33  <i>Key disciplinary knowledge: Significance and sources.</i>	<ul style="list-style-type: none"> <li>As above and...</li> <li>Use sources to make substantiated judgements about interpretations</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Weimar and Nazi Germany (Interpretations Focus)</i>	<b>Links to prior learning:</b> As above and WWI home and abroad (Y8) <b>Links to future learning:</b> As above
<b>Summer Term 1</b>	<b>Weimar and Nazi Germany:</b> The creation of a dictatorship, 1933–34, The police state, Controlling and influencing attitudes, Opposition, resistance and conformity  <i>Key disciplinary knowledge: Causation, change and continuity and significance.</i>	<ul style="list-style-type: none"> <li>As above</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Weimar and Nazi Germany (Interpretations Focus)</i>	<b>Links to prior learning:</b> As above <b>Links to future learning:</b> As above
<b>Summer Term 2</b>	<b>Weimar and Nazi Germany:</b> Nazi policies towards women, Nazi policies towards the young, Employment and living standards, The persecution of minorities.  <i>Key disciplinary knowledge: Significance, causation and sources.</i>	<ul style="list-style-type: none"> <li>As above</li> </ul>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Y10 End of Year Exam</i>	<b>Links to prior learning:</b> As above <b>Links to future learning:</b> As above

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Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<b>Russia and the Soviet Union:</b> Economic and Social Changes, 1924 – 41. Life in the Soviet Union. <i>Disciplinary knowledge (DK): change and continuity, interpretations, sources</i>	Knowledge and understanding of the key features of the period Explanation and analysis Analyse, evaluate and use sources to make substantiated judgements Analyse, evaluate and make substantiated judgements about interpretations	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Russia and the Soviet Union (Interpretations and Significance)</i>	<b>Curriculum Enrichment; links to wider curriculum across the year:</b> Meanwhile Elsewhere, Literacy, cultural capital <b>Links to prior learning:</b> Dictators (Y8), Industrial Revolution in Britain (Y8), Cold War (Y9 ), Russia units (Y10 and Y11) <b>Links to future learning:</b> Russia, A-Level dictatorships <b>Links to Careers:</b> In preparation for the A-level options, a more job /career specific focus to identify the skills used in studying History that can be seen using real world examples.

<b>Autumn Term 2</b>	<b>British America, 1713-1783 - empire and revolution:</b> British settlement in North America, 1713-41 <i>Disciplinary knowledge: causation, consequence, significance, change and continuity</i>	Knowledge and understanding of the key features of the period Explanation and analysis  <i>-DK: causation, consequence, significance, change, continuity</i>	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Superpower Relations and the Cold War (Significance Focus)</i>	<b>Links to prior learning:</b> <b>Links to future learning:</b> A-Level Politics UK and US.
<b>Spring Term 1</b>	<b>British America, 1713-1783 - empire and revolution:</b> A disrupted society, 1742-64 <i>Disciplinary knowledge: causation, consequence, significance, change and continuity</i>	Knowledge and understanding of the key features of the period Explanation and analysis Analyse, evaluate and make substantiated judgements	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>Y11 Mock Exam</i>	<b>Links to prior learning:</b> Y8 Empire and Enslavement <b>Links to future learning:</b> A-Level Politics UK and US.
<b>Spring Term 2</b>	<b>British America, 1713-1783 - empire and revolution:</b> The loss of an empire, 1765-83 <i>Disciplinary knowledge: causation, consequence, significance, change and continuity</i> Revision	Knowledge and understanding of the key features of the period Explanation and analysis	Regular in-class Formative Assessment and Homework  Summative Assessment: <i>(Narrative Focus)</i>	<b>Links to prior learning:</b> as above <b>Links to future learning:</b> A-Level Politics UK and US.
<b>Summer Term 1</b>	Revision - core knowledge Public Examinations	Revision – core skills  Public Examinations	<i>Public Examinations</i>	Public Examinations
<b>Summer Term 2</b>	Public Examinations	Public Examinations	<i>Public Examinations</i>	Public Examinations

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Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<b>T1: Germany 1918-89</b> Political and Governmental Change <i>Disciplinary knowledge (DK): causation, consequence, change and continuity, similarity and difference, significance</i> <b>T2: Italy 1911-46</b> The Liberal State <i>DK: causation, consequence, change and</i>	T1 and T2: 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.	<i>T1: GCSE Bridging Essay, Section A/B: Germany Introduction</i>  <i>T2: GCSE Bridging Essay, Section A: Source 'value' on Italian attitudes to the Central Powers in 1915.</i>	<b>Curriculum Enrichment:</b> Meanwhile Elsewhere, Podcasts and lectures, Historical Association Great Debate competition, Berlin Trip (German and History Trip) <b>Links to prior learning:</b> The Holocaust (Y8), Comparative Dictators unit (Y8), Modern Warfare (Y9), Cold War (Y11)

	<i>continuity, similarity and difference, significance, sources</i>	T2: Analyse and evaluate appropriate source material within its historical context.		<b>Links to wider curriculum:</b> Literacy, cultural capital, RS (Holocaust) <b>Links to future learning:</b> autumn and spring terms-Germany and Italy units, Coursework on Causes of WWI Summer terms- Coursework units, Protest, Agitation and Parliamentary Reform units, university study <b>Links to Careers:</b> In preparation for the University choices or other career paths, a more job /career specific focus to identify the skills used in studying History that can be seen using real world examples.
<b>Autumn Term 2</b>	<b>T1: Germany 1918-89</b> Causes of WWII <i>DK: interpretations</i> <b>T2: Italy 1911-46</b> Rise of Mussolini and the creation of a fascist dictatorship <i>DK: causation, consequence, change and continuity, similarity and difference, significance, sources</i>	T1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. T2: As autumn term 1	<i>T1: Section A/B Essay: Political and Governmental Change</i> <i>T2: Section B Essay: Giolitti's reforms</i>	
<b>Spring Term 1</b>	<b>T1: Germany 1918-89</b> Opposition, Control and Consent <b>T2: Italy 1911-46</b> The Fascist State	T1 and 2: see autumn term 1 T2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. <i>Disciplinary knowledge (DK) for T1 and T2: causation, consequence, change and continuity, similarity and difference, significance, (+ sources spring term only)</i>	<i>T1: Section C Essay: Hitler and causes of WWII</i> <i>T2: Section A Essay: Facist Italy</i>	
<b>Spring Term 2</b>	<b>T1: Germany 1918-89</b> Opposition, Control and Consent; Economic policies and developments <b>T2: Italy 1911-46</b> Fascist state		<i>T1: Section A/B Essay: consent in Germany</i> <i>T2: Section B Essay: relationship between Church and state</i>	
<b>Summer Term 1</b>	<b>T1: Germany 1918-89</b> Economic policies and developments <b>T2: Germany 1918-89</b> Aspects of life		<i>Y12 End Year Exam: Germany (1918-89) and Italy (1911-46) Questions</i>	
<b>Summer Term 2</b>	<b>T1: Coursework</b> Context and Historiography Phase <b>T2: Protest, Agitation and Parliamentary Reform, 1780-1928</b> Reform of Parliament		<i>T1: Section A/B Essay: Economics Germany</i> <i>T2: Paper 1 Essay: Changes in German education and culture</i>	<b>Links to prior learning:</b> Y7 King John, Y8 Industrial Revolution, British Empire, Political Reform, Victorian Life, Causes of and impact of WWI on Everyday Life, Y9 Warfare, Y12 Germany: interpretations.

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Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<b>T1: Coursework</b> Reading and Research Phase <b>T2: Protest, Agitation and Parliamentary Reform, 1780-1928</b> Changing Influence of Parliament	T1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. T2: 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.	<i>T1: Causes of WWII thematic essay</i> <i>T2: Section C Essay – Reform of the Franchise, 1780-1928</i>	<b>Curriculum Enrichment:</b> Meanwhile Elsewhere, Podcasts and lectures <b>Links to prior learning:</b> King John (Y7), Industrial Revolution (Y8), British Empire (Y8), Political Reform (Y8), Victorian Life (Y8), Causes of WWI (Y8), Impact of WWI on Everyday Life (Y8), Warfare Through Time
<b>Autumn Term 2</b>	<b>T1: Coursework</b>		<i>T1: Coursework First Draft</i> <i>T2: Y13 Mock Exam</i>	

	Writing Phase: Writing Skills and First Draft <b>T2: Protest, Agitation and Parliamentary Reform, 1780-1928</b> Radical Reformers, Chartism	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.		Modern Unit (Y9), Germany unit – particularly interpretations aspect (Y12)  <b>Links to wider curriculum:</b> Literacy, cultural capital
<b>Spring Term 1</b>	<b>T1: Coursework</b> Writing Phase: Final Draft <i>DK: causation, interpretations</i> <b>T2: Protest, Agitation and Parliamentary Reform, 1780-1928</b> Contagious Diseases Acts	<i>T1 Disciplinary knowledge (DK): causation, interpretations</i> <i>T2 Disciplinary knowledge: causation, consequence, change and continuity, similarity and difference, significance, sources</i>	<i>T1: Coursework Final Draft</i> <i>T2: Section A Essay – Chartism</i>	<b>Links to future learning:</b> Coursework units, Protest, Agitation and Parliamentary Reform units, university study
<b>Spring Term 2</b>	<b>T1: Protest, Agitation and Parliamentary Reform, 1780-1928</b> Trade Union Militancy <b>T2: Protest, Agitation and Parliamentary Reform, 1780-1928</b> Women’s Social and Political Union		<i>T1: Section A or B Essay – Trade Union Militancy</i> <i>T2: Section B Essay – Chartists</i>	
<b>Summer Term 1</b>	Revision - core knowledge  Public Examinations	Revision – core skills  Public Examinations	<i>Public Examinations</i>	Public Examinations
<b>Summer Term 2</b>	Public Examinations	Public Examinations	<i>Public Examinations</i>	Public Examinations