Curriculum Content Map — **Subject:**

Month			September	October	November	December	January	February half term 1	February half term 2	March	April	May	June	July
			Term 1				**Term 2**					**Term 3**		
Cultural Transmission	Units of Work		Impact of the industrial revolution in Britain	Impact of the industrial revolution in Britain	Protests and reform in industrial Britain	Protests and reform in industrial Britain	Why was there tension in Europe before 1914?	Why was there tension in Europe before 1914?	Outbreak of WW1	Outbreak of WW1	Outbreak of WW2	Outbreak of WW2	Enquiry into Bletchley Park	Legacy of the Holocaust
	National Curriculum area – KS3		Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	The Anti-Corn Law League Poor Law and Factory Reformers Petitioning The Suffragists and the Suffragettes. Women during WW1.	The Anti-Corn Law League Poor Law and Factory Reformers Petitioning The Suffragists and the Suffragettes. Women during WW1.	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day
	Substantive Knowledge	*The What?*	Working conditions during the industrial revolution Life in the industrial town The hat trade in Luton and the surrounding areas The Great Exhibition The pre-1832 political system The Peterloo Massacre The passage and consequences of the 1832 Reform Act.	The pre-1832 political system The Peterloo Massacre The passage and consequences of the 1832 Reform Act.	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Year 9 will consider the role of imperialism as a source of tension prior to 1914 and build an understanding of Kaiser Wilhelm's Weltpolitik. Assassination of Franz Ferdinand The Countdown to WW1	Schlieffen Plan Trench warfare Creation of the Western Front	The major battles of WW1 - Verdun, the Somme Gallipoli	The changing fortunes of WW1 - Russia leave and the USA joins the war - Lusitania - The ending of the war and armistice	Treaty of Versailles - League of Nations -	Rise of Hitler - Appeasement - Peace in our time	Bletchley Park enquiry and local history study Outbreak of the war, home front and the Blitz Hitler's Germany The Holocaust	Hitler's Germany Legacy of the Holocaust End of WW2.
	Disciplinary Knowledge	*The How?*	Students will learn about life in towns and cities during the industrial revolution. Moreover, students will investigate the Great Exhibition and its significance. In this unit, students will also examine the pre-1832 political system: namely rotten boroughs. Y ll	Year 9s will investigate why there were calls for political reform and how this led to the Peterloo massacre, 1832 Reform Act and the rise of the Chartist movement	In the post-1832 period, our students will examine the significance of extra-parliamentary political groups such as the Anti-Corn Law League, the abolition movement for slavery and the Poor Law reformers. Students will compare similarities and differences in tactics and explain why these groups were so successful politically and what were the consequences of their political actions in the long-term for British political and social life.	In this unit, our students enrich their understanding of popular political movements by examining the suffragists and suffragettes. We compare their respective tactics, consider the treatment of women and the Cat and Mouse Act. We also assess the significance of the first world war as a reason why women were ultimately given the vote in 1918	Students will be able to confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts to explain the reasons for the outbreak of WW1	Students will be able to confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts to explain the reasons for the outbreak of WW1	Year 9 will consider the role of imperialism as a source of tension prior to 1914 and build an understanding of	Year 9 will consider the causes and consequences of militarism, alliances, imperialism and nationalism as sources for the outbreak of WW1. Additionally, we shall investigate the assassination of Franz Ferdinand in 1914. In this topic, students will investigate life in the trenches. We will look at the conditions including health, comradeship and shellshock. We will evaluate the causes and consequences of the reasons why there was a stalemate on the western front	In unit, students will bridge their understanding of the first world war, by looking at the Treaty of Versailles. Our students will examine and explain how international relations developed and subsequently deteriorated during the inter-war years.	We build on our knowledge of the ending of WW1 and consider the roadmap to Hitler's rise to power and the ways in which the League of Nations sought to placate his dominance in Europe	We shall investigate the rise of fascism in Europe and the failures of appeasement in combatting the rise of Nazism in Germany. Students are introduced to the Holocaust which they will study for the remainder of the year	We build on our knowledge of the ways in which Hitler rose to power and look this specifically to the conditions people endured in Nazi Germany. A final part of this is to evaluate interpretations of why WW2 ended in 1945.
	Sequencing (Flow)	*Retrieval & Extension*	Students in to will be able to confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts. Their knowledge of life in Britain during the 19th-century	Builds upon Knowledge acquired in year about the agricultural revolution and how this sparked the industrial revolution. Students apply this to Britain during the 19-th century and how life and society evolved as a result of these socio-economic changes. The Peterloo inquiry allows pupils to immerse themselves in contemporary sources and knowledge of prevailing attitudes in order to answer the question of who was to blame. Year 9 will be able to explain how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Is further developed in Students in to will be able to confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts. Their knowledge of life in Britain during the 19th-century will evolve as they apply this to the political significance of the 1832 Reform Act and the extra-parliamentary political action that ensued in the mid-century.	Builds upon This unit broadens our students knowledge of the demand for political change established in , as students apply this to interrogate a wide range of sources to support or challenge a hypothesis. Year 9 will be able to give reasons about sources' usefulness, established in year 8, by using detailed deep contextual knowledge of the time they were produced. Year 9, based on their analysis of the suffragettes, will also be able to evaluate, confidently, the significance of this movement based on a detailed understanding of events and knowledge of wider events established in Is further developed in Year 9 will build on the work of the suffragettes in WW1 and apply their knowledge and skills associated with source analysis acquired in 9.1 They will be able to formulate reasons assessing why a source may or may not be useful in based on their rich contextual knowledge.	Which industries had the biggest jump in the number of female workers 1914-19187 Which industries had a decline in women workers 1914-19187 Why do you think this was? Using some of the data in the table, write a PEE paragraph explaining how the role of women changed during WW1 Examine a souce and write a PEE paragraph explaining what is happening in this image and why women used starvation as a tactic to pressurise for votes for women.	This unit builds thematically and chronologically from the 19th century to the early 20th century, united by the role women played in WW1. Furthermore, it links to previous study in Y7 and Y8 on the role of empire as we explore diplomatic relations in Europe before 1914 and the role of empire building as a key driver generating the march towards the outbreak of WW1.	This unit builds thematically and chronologically from the 19th century to the early 20th century, united by the role women played in WW1. Furthermore, it links to previous study in Y7 and Y8 on the role of empire as we explore diplomatic relations in Europe before 1914 and the role of empire building as a key driver generating the march towards the outbreak of WW1.	Builds upon Knowledge acquired in concerning the outbreak of WW1. Students will extend their chronological understanding of the progress of WW1 and BI different interpretations about why the course of the war developed in the way it did and why ultimately it came to an end. This unit builds on knowledge established in and allows students to expand upon their capacity to construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events. Knowledge of the changed in weaponry from is also reintroduced to students. Is further developed in Year 9 will enrich their appreciation and knowledge of WW1 and assess why there was a stalemate on the Western Front and how this impacted the life of soldiers during this conflict. Our students will be able to evaluate different perspectives about the causes of events using historians and an awareness of other historical events established in 9.1 by interrogating interpretations of war came to an end in 1914.	Builds upon Students sharpen their developing knowledge of WW1 and how it progressed chronologically. Our students are able to formulate an evaluative stance on why there are different interpretations about why the course of the war developed in the way it did and why ultimately it came to an end. This unit builds on knowledge established in and allows students to expand upon their capacity to construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events – is further developed in Knowledge of the end of the first world war is developed in year 9 and reasons underpinning the outbreak of WW2. Our students will build on the skills of construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events. Additionally, interrogating a wide range of sources to support or challenge a hypothesis and linking their detailed contextual knowledge of the time they were produced.		Builds upon knowledge about the impact of WW2 on the homefront and the need to launch a counter-offensive. A local history of Bletchley Park analyses the significance of the role of codebreakers. Significantly, we assess the role of women in this initiative and how they helped defeat the Luftwaffe. We also examine Hitler's rise to power and his persecution of Jews in Germany during the second world war.	Continues from June. We build our understanding of the legacy of the Holocaust by examining source material and interpretations. . Students will be able to extent this knowledge into Y11 with our unit on the inter waryears and paper on the Weimar Republic and rise of Hitler.
	Summative Assessment		Assessing Sources A and B for an enquiry into the nature of housing in Whitechapel 1870-1900? After reading interpretation B, from the historian Norman Gash, can you identify any arguments, the mentioned historians have made, to suggest that the pre-1832 political system was fair?	Kennington Common source evaluation - the Chartists/ table similarity and differences 1832	AP1 assessment of multiple choice questions - summarising Robert Poole's history of Peterloo, explaining the significance of the Reform Act and similarities and differences before and after the event. A source evaluation of the pull and opposition for Reform in 1832.		Reading an interpretation - What does it tell you about the impact of Russia's defeat in 1905 by the Japanese? Explain your answer Explain how the Kaiser's ambitions increased the likelihood of war	Explain the causes and consequences of the assassination of Archduke Franz Ferdinand. Creating a diagram of a trench. Examining sources linked to life in the trenches.	MAIN - causes of WW1 assessment - multiple choice questions. Summarising an interpretation from Christopher Clarke, putting events in order question. Source question on the Cat and Mouse Act.	Source exploring consequences of sinking of the Lusitania. Consequences analysis of USA entry into the war.	Table of members of the Treaty of Versailles and the aims of the League of Nations.	Creating a roadmap to how Hitler achieved power and how he defeated his opponents. Hiand AJP Taylor's view of the outbreak of WW2. storiani on the impact of the Blitz	AP3 - multiple choice questions. Timeline of events. Source from Peterloo - linking to purpose and supported by contextual knowledge. Comapre this to a written source. Explain how Hitler rose to power in Germany. Enquiry into the Holocaust – What we can learn about life as a Jewish person living in the Warsaw Ghetto? 2. How reliable or trustworthy each evidence is based on who made/took it, when and why?	Why do you think some people believe that GB did not know about the Holocaust? How did Britain respond? Was this the right thing to do? How else could they have responded
Personal Empowerment	Link to Virtue/Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
	Link to SMSC		By exploring political changes in Britain, we shall explain how friendliness and civility created a sense of political consensus and movement for electoral change.	We shall explore the justice and truthfulness needed to create a more democratic political system in Britain.	How did political reformers demonstrate courage?	Why political reformers and politicians demonstrated generosity of spirit to one another in times of political change.	Showing gratitude for what we have. How we can show generosity to one another so we don't repeat the mistakes of the past.	By demonstrating good speech our students will understand how conflicts can be resolved.	By demonstrating good speech our students will understand how conflicts can be resolved.	Our students will understand the good temper and good humour needed to deal with tense international relations prior to 1914.	How did soldiers and officers demonstrate self-mastery to overcome obstacles of war during the period 1914-18.	How did soldiers demonstrate self-mastery and compassion for one another in the trenches.	How do we demonstrate compassion for one another in times of conflict?	Why was there a lack of good sense before and after 1939?
Preparation for Work	Link to SMF	*Transferable skills*	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
			Listening to political speeches and the views of others.	The leadership of political leaders and popular political leaders.	How did political reformers work together to solve political problems.	How did political groups use creativity to promote political change?	How did Britain stay positive in the years leading up to WW1?	Ensuring we speak out against injustice	Ensuring we can communicate effectively so conflicts do not arise	How did people and politicians stay positive during WW1?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Speaking about loss and life in Europe leading up to the ending of war in 1918.	How did people in Britain work as a team during WW2?
Preparation for Citizenship	SMSC & British Values	*Developing opinions on current issues*	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	Individual liberty	Individual liberty	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony
	Link to SMSC & British Values						While studying empire-building before WW1, how did certain countries try to maintain their own freedom from occupation. We ask students what liberty means to them, and why WW1 might have been fought based on this premise	While studying empire-building before WW1, how did certain countries try to maintain their own freedom from occupation. We ask students what liberty means to them, and why WW1 might have been fought based on this premise						