



History - Curriculum Map

INTENT STATEMENTS

Key Stage 3

At KS3, we offer an enquiry-based approach to learning, built around compelling key questions such as “*How did the Silk Roads connect the world?*” and “*How and why did the Holocaust happen?*”. These enquiries bring the past to life and encourage students to think critically, make connections, and see history as an interconnected story rather than a list of events. Our curriculum also incorporates local and site studies, enabling students to explore the development of Blackburn and the surrounding area, and to understand how major historical events have shaped the local landscape as well as the wider world.

We aim to inspire students with the richness of both British and global history, developing their cultural awareness while instilling the core skills and habits of mind needed to think like a historian. To deepen their understanding, we also offer enriching experiences beyond the classroom, such as trips to Belgium and France. These visits allow students across year groups to explore key battlefields including Ypres, the Somme, and the Menin Gate, connecting classroom learning to real-world historical sites.

In **Year 7**, we consolidate and extend students’ chronological knowledge, beginning with the Silk Roads. This builds on KS2 studies of the ancient world, offering an early opportunity to examine a non-European civilisation and to engage with the work of historians. We then explore the development of, and struggles between, church, state, and society in Medieval Britain—examining how people in the past understood their world. By studying lives very different from their own, students are encouraged to reflect on their own diverse identities and cultures.

The Norman Invasion of 1066 reveals England as a melting pot of civilisations and practices, while the contrasting study of Medieval Mali provides a broader global perspective. Another pivotal topic is Henry VIII’s *Break with Rome*, which offers a more complex look at the role of royal women—building on previous work on medieval queens. Figures such as Katherine of Aragon and Anne Boleyn are presented as active agents in history, challenging the idea that women in the past were passive observers.

Our final Year 7-unit, *Migration*, invites students to view the medieval period from a different angle by examining the movement of people. This helps students recognise that migration has been a constant feature of human history for centuries, not just a modern phenomenon—providing valuable citizenship lessons and fostering a deeper understanding of contemporary society.

In Year 8, students explore early modern history through investigations into how innovation, reform, and conflict have shaped the world we recognise today. We examine the shifting nature of political power, the growth of industry, and the expansion of empire, considering their profound impact on British society and culture. By engaging with this transformative period, students gain a deeper appreciation of how significant people, movements, and ideas have influenced the social and political fabric of our country and its traditions.

The Industrial Revolution is studied both on a national scale and through focused local history. A visit to Quarry Bank Mill enables students to see industrial change in action, deepening their understanding of working conditions, technological advancements, and their effects on communities. This is followed by an exploration of the outbreak of the Great War, where students trace the experiences of ordinary people from Blackburn with Darwen, making clear links between national events and their own local heritage.

As part of this, we conduct a detailed local study of the First World War, culminating in a depth investigation of the Battle of the Somme. This allows students to examine military strategy, human experience, and historical interpretation through a combination of archival evidence, personal testimonies, and site-based learning.

We also engage with social history by studying *The Five* by Hallie Rubenhold, which gives voice to the women murdered by Jack the Ripper. This study challenges preconceptions, confronts the biases of historical narratives, and ensures the perspectives of often-overlooked individuals are heard.

Through these enquiries, students develop the skills to connect local and global narratives, recognise the interplay between societal change and lived experience, and understand how Britain’s path towards modernity has been shaped by innovation, conflict, and the voices of those too often forgotten by history

In Year 9, students explore the formation of the modern world, focusing on key political ideologies such as democracy, communism, and fascism. We examine how these ideas shaped global events and tensions, with particular attention to international diplomacy and relations in the inter-war period.

During the year, students explore the Inter – War years and the Second World War, where students analyse its key events, causes, and consequences, as well as its profound impact on both combatants and civilians. A significant part of the curriculum is dedicated to the Holocaust, approached with historical rigour and deep respect. Students engage with survivor testimonies, hearing first-hand accounts that bring human experiences to the forefront of study. One such narrative is the story of Leon Greenman, whose personal journey from life before the war, through the horrors of Auschwitz, to his post-war mission to educate others, provides a deeply personal and poignant insight into the realities of genocide.

After this, there is an examination of the Civil Rights Movement in America, tracing its roots, key figures, and landmark achievements while reflecting on its enduring relevance today.

Our trips to Kraków, Poland, offer an unparalleled opportunity for experiential learning. Visiting sites such as Auschwitz-Birkenau provides students with a sobering reminder of the scale and human cost of mass genocide, reinforcing the importance of remembrance, critical inquiry, and standing against prejudice in all its forms.

Key Stage 4

At KS4 we follow the AQA specification, and our schemes of work are designed to engage students with key issues promoting an understanding of factors that drives change and how past influences and actions directly impact on the present. The history GCSE is an exciting amalgamation of topics for today's world that resonate with students, helping them new insights into the world around them. Building on skills and topics at Key Stage 3, our GCSE equips students with essential skills to prepare them for further study. The course is inclusive of modern world developments such as the Period Study, Democracy and Dictatorship and the Depth Study of the wider world 1918-1939. We have provided opportunities for all students to visit Berlin, Germany to discover the fascist past and the legacies it has impressed upon modern-day Germany and wider Europe. Our GCSE also includes a Thematic Study which examines how medicine and health have shaped our nation. It enables students to understand change and continuity across a long sweep of history. Our British Depth Study of Elizabeth I allows students to develop an understanding of the complexities of a society and the interplay of different aspects within it. The British element also includes the examination of a historical site, chosen to enrich students' understanding of Elizabethan England. It enables students to study the relationship between a place and historical events and developments. The subject content for GCSE History requires students to follow a coherent and substantial study of history in which elements are reasonably balanced.

Key stage 5

At KS5, our history curriculum empowers students to explore, question, and understand the forces that have shaped the modern world. Through the study of **Britain 1783–1885**, students take a broad journey through the Industrial Revolution and the transformation of British politics, examining the leadership of **Pitt, Peel, and Disraeli**, as well as the vital social reforms that redefined society.

In **Democracy and Nazism: Germany 1918–1945**, students engage in an in-depth investigation of the fragile Weimar Republic, the dramatic rise of the Nazi Party, and the creation of a totalitarian dictatorship.

Our aim is to foster critical thinkers who can connect past events to the present, weigh evidence with discernment, and communicate arguments with clarity. By studying pivotal moments of political, social, and ideological change, students gain not only academic knowledge but also a deeper appreciation for democracy, human rights, and the responsibilities of citizenship.



Year 7 Term 1 (September to December)	
<u>Sequence of Learning</u>	<u>Rationale</u>
Unit 1 –The Silk Roads	Students start the year studying ‘Trade on the Silk Roads’. This new unit has been introduced and designed to improve students understanding of core concepts such as trade. We also wanted to ensure that students see history as a global topic that looks at world history rather than purely focusing on traditional British history.
Unit 2 – The Norman Conquest	They will then study the enquiry question, ‘How did a Frenchman end up sitting on the English throne?’ This unit introduces students to the Middle Ages and examines the year 1066. Students will continue studying the Middle Ages but through the enquiry question, ‘How did William maintain control of England?’ The understanding of feudal system in this unit will underpin later work on medieval period including monarchy and the crusades. It is also important that students learn about the powerful women in this era who helped to influence change and politics. For example, students will study Gytha of Wessex.

Year 7 Term 2 (January to April)	
<u>Sequence of Learning</u>	<u>Rationale</u>
Unit 3–Medieval Life	The third unit looks at the role of the Church in the Middle Ages. Students will then look at other key events in the Middle Ages such as the Crusades, the Black Death and the signing of the Magna Carta.
Unit 4- Medieval Kings	The fourth unit looks at the role of the Church in the Middle Ages and its relationship with the monarchy. Students will study the relationship between Thomas Becket and King Henry and ultimately look at who was responsible for the archbishop’s death. Ultimately, students will discover if a Medieval King could be controlled. This unit covers a key aspect of the national curriculum, ‘development of Church, state and society 1066-1509.’ It comes after the units which focus on medieval society (What mattered to medieval people and Black Death) so that students approach this unit with a good understanding of the medieval mindset, particularly the importance of religion and the different levels of the feudal system (first introduced in Normans).

Unit 5- Medieval Queens	unit). This understanding will help them explain the actions of medieval monarchs and they will in turn be able to see how the actions of monarchs sometimes changed society. Follows on logically from the previous topic on medieval Kings. Students will have a good idea of how power worked in the medieval period and will have some ideas about role of a Queen, likely focused on the need for an heir. Students will be able to realise that wealthy women could have some measure of power and influence. This unit will allow them to see that queens were able to exercise power in a variety of ways, which will link to the role of women in crusading which they looked at in Medieval life. They will also understand the limitations on the power of queens at that in England a Queen regnant was seen as unacceptable- this will link ahead to the Tudor queens regnant in Y7.
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Year 7 Term 3 (May to July)	
Sequence of Learning	Rationale
Unit 6–Medieval Mali	This sequence introduces medieval African history to provide a contrast with European medieval society and help understanding of similarity and difference. It sits within the curriculum chronologically. Students can draw on prior learning of the importance of Christianity in Europe in the medieval period and compare with Islam as well as indigenous faiths in Mali. They will be able to connect to prior learning on the Silk Roads topic when looking at Mansa Musa’s pilgrimage and seeing how Mali could connect to the rest of the world through trade. Looking ahead, the unit provides important context for looking at the impact of the transatlantic slave trade on west African societies.
Unit 7– The Tudors	<i>Another key turning point in English history. Students to explore Henry’s ‘Break with Rome’. This will provide the baseline conceptual knowledge for AQA Elizabethan England. A hugely significant change in English and British history which deserves a detailed look. It builds on prior learning of importance of religion in the medieval life. This topic allows a more complex look at the role of royal women, building on work on medieval queens in the previous unit. Katherine of Aragon and Anne Boleyn</i>



played multiple roles and had agency- lessons stress that they are not passive.

Unit 8- Migration

This unit, the final one in Year 7, allows students to look at the medieval period from a different angle by considering migration. Migration is important in understanding their society today and there is a citizenship value in understanding that migration has happened for centuries rather than being a 20th century development. The unit allows students to engage with important issues such as the experience of migrants and government reaction. Studying the treatment of Jews in medieval England is important background for studying antisemitism and the Holocaust in Year 9. Students should already be familiar with the broad chronology of medieval England and understand that it was connected to the wider world through trade and war (Silk Roads unit, crusades unit).



Year 8 Term 1 (September to December)	
Sequence of Learning	Rationale
Unit 1 –The English Civil War	Students will start the year studying the English Civil War. Here they will focus on ‘causation’. They will look at the different causes of the English Civil War; political, religious and economic and ultimately reach a decision about which was the most significant.
Unit 2 –Industrialisation	Students will then examine how Industrialisation altered life in Britain. Students will study ‘similarity and difference’ and look at who ultimately benefited from the Industrial Revolution.

Year 8 Term 2 (January to April)	
Sequence of Learning	Rationale
Unit 3 –British Empire	Students will go onto study the impact the British Empire had on the wider world, specifically in India and Africa. They will study the historiography of Empire, looking at texts from Sathnam Sanghera and Niall Ferguson.
Unit 4 – The Transatlantic Slave Trade	Students will then study the Transatlantic Slave Trade and the role that Britain had in it. Students will look at how local cities such as Liverpool benefitted from the Slave Trade and then discuss the tearing down of the Edward Colston statue in 2020.

Year 8 Term 3 (May to July)	
Sequence of Learning	Rationale
Unit 5 –The First World War	Students will spend the final term looking at the outbreak of the First World War. They will examine the different factors and reach a judgement outlining which factor was the largest contributor to the outbreak of war in 1914.
Unit 6 – Terrorism and Protest	Unit 6, Terrorism and Protest , builds on students’ previous learning about empire, slavery and the First World War. It helps students apply ideas about power, conflict, resistance and change to a modern context. The unit also develops historical thinking by comparing different forms of protest, distinguishing protest from terrorism, and evaluating causes, consequences and different perspectives.



<u>Year 9 Term 1 (September to December)</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
Unit 1 – The Inter War Years	Students will start Year 9 building on the work studied in Year 8 HT6 (The First World War). Students look at the Treaty of Versailles and examine different ideologies such as Communism and Fascism.
Unit 2 – The Second World War	Students will then study the outbreak of the First World War. They will look at who Hitler was, how did Britain attempt to appease him and examine the different events building up to 1939.

<u>Year 9 Term 2 (January to April)</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
Unit 3 – The Holocaust	Students will complete a depth study on the Holocaust. They will look at Hitler's early persecution of the Jews in Germany through boycotts and book burnings all the way through the Wannsee Conference and the closing down of the camps in 1945. Students' final lessons will be spent examining who was ultimately responsible for the Holocaust and engage with Daniel Goldhagen's work 'Hitler's Willing Executioners'.

<u>Year 9 Term 3 (May to July)</u>	
<u>Sequence of Learning</u>	<u>Rationale</u>
Unit 4 – American Civil Rights Movement	Students will study the American Civil Rights Movement. This unit will involve looking at who the KKK were, how did black Americans fight for equality and the role of key individuals like Martin Luther King and Malcolm X.
Unit 5 – The Spanish Civil War	It deepens students' understanding of democracy, dictatorship, ideology, conflict, and human rights , while showing how political division and extremism can lead to violence. The unit also develops students' ability to analyse interpretations, evaluate causes and consequences, and explore how societies remember the past



Year 10 Term 1 (September to December)	
Sequence of Learning	Description from AQA
Britain: Health and the People c1000 to the present day	This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.
Part 1 – Medicine stands still	
Part 2 – The beginnings of change	
Part 3 – A revolution in medicine	
Part 4 – Modern medicine	

Year 10 Term 2 (January to April)	
Sequence of Learning	Description from AQA
Elizabethan England, c1568 to 1603	This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.
Part 1 – Elizabeth's court and Parliament	
Part 2 – Life in Elizabethan times	
Part 3 – Troubles at home and abroad	

Year 10 Term 3 (May to July)	
Sequence of Learning	Description from AQA
Germany, 1890-1945: Democracy and Dictatorship	This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.
Part 1 – Germany and the growth of democracy	
Part 2 – Germany and the Depression	
Part 3 – The experiences of Germans under the Nazis	



<u>Year 11 Term 1 (September to December)</u>	
<u>Sequence of Learning</u>	<u>Description from AQA</u>
Conflict and Tension: The Interwar Years, 1918 to 1939 Part 1 – Peacekeeping Part 2 – The League of Nations and international peace Part 3 – The origins and outbreak of the Second World War	This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

<u>Year 11 Term 2 (January to April)</u>	
<u>Sequence of Learning</u>	<u>Rationale & Description from AQA</u>
Consolidation and exam technique Elizabethan England, c1568 to 1603 Part 4 – The Historic Environment	Students will have plenty of time to revise their four units and hone their exam technique. Students have to sit two 2-hour exams so having this time at the end of the course is the ideal opportunity to build resilience and confidence in our students. The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours. Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England. There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site. The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.