Subject Group	Subject Set	History n/a

Curriculum Map

CITY OF LONDON ACADEMIES TRUST

Year 7

	Term Aut 1 Unit 1	Term Aut 2 Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	How Dark were the Dark Ages?	How far did the Norman Conquest change England How stable was medieval England?	What were the consequences of invasion for the Middle East? Why was King John forced to sign the Magna Carta?	Why did the peasants revolt in 1381?	Which Tudor monarch had the largest impact?	How far did Renaissance and Reformation change Europe?
Knowledge / Skills	**Substantive:** The Roman Empire, Dark Ages Europe, Viking invasions, Charlemagne, Classical China, Tang Dynasty China, Gupta India, Islamic Golden Age; **Conceptual:** Decline, Empire, Economy, Stability, Religion, Government, Warfare, Expansion, Culture	**Substantive:** Vikings, Anglo-Saxon society, The Witan, Oath swearing, Norman invasion, Feudal system, Castles, Domesday Book, Medieval church, Thomas Becket, Henry II, the Anarchy, Matilda & Stephen; **Conceptual:** Exile, kingship, feudalism, law and order, survey, legitimacy, revolt, suppression, colony, legitimate, heir, rebellion, anarchy, religion, Church, loyalty, succession, reform	**Substantive:** Islamic Empire, Crusades, Jerusalem, Saladin, Silk Road, Genghis Khan, Mongols, Baghdad, King John, Magna Carta, Richard the Lionheart, Barons' Rebellion, Provisions of Oxford, Henry III; **Conceptual:** Middle East, Religion, Crusade, invasion, empire, trade, golden age, siege, check, limit, power, rebellion, control, tax, trigger, foundation, catalyst	**Substantive:** Black Death, Great Revolt, Poll Tax, Wat Tyler John Ball, Richard II; **Conceptual:** Epidemic, taxation, population, wages, rebellion, revolt, trigger, catalyst, foundation	**Substantive:** Wars of the Roses, Henry VII, Henry VIII, English Reformation, Edward VI, Mary I, Elizabeth I, Spanish Armada; **Conceptual:** Reform, religion, Catholic, heir, succession, Protestant, taxation, Armada, navy, Heresy, Legacy, Golden age	**Substantive:** Leonardo da Vinci, Christopher Columbus, Martin Luther, Johannes Gutenberg, Vesalius, the Reformation, the Counter-Reformation, the Renaissance; **Conceptual:** Reform, science, art, renewal, rediscovery, progress, stagnation
Lit / Num	Writing in History - paragraphs and sentences, comparison	Writing in History - essays, change and continuity, judgement	Writing in history - causation	Writing in history- causatoin	Writing in History - significance	Writing in History change and continuity
Enrichment		Tower of London trip				
British Vals	diversity/tolerance		respect/tolerance, rule of law	individual liberty		respect/tolerance/faith
Character	Students' horizons will be broadened by a study of world history, allowing them to see the diverse histories around the world of various kingdoms and empires	Students will see the roots of government in Britain, as well as seeing the flaws in that system and the lack of stability in medieval kindoms	The Middle East will be explored not as a target of the Crusades but as a region with deep trade links through the Silk Roads that endured invasion. The roots of English Parliament will be likewise explored giving students an appreciation of the roots of modern political systems	The Peasants' Revolt marks one of the first periods of mass uprising in the history of Europe. It's worthwhile to study it as it will develop our students' understanding of the causes and effects of revolt, resistance, revolution and protest.	Tackling the Tudors from a comparative point of view allows us to cover them all, without dwelling too much on any of them, allowing students to see these monarchs as part of a wider tapestry rather than a single monolitic figure.	By divorcing (no pun intended) the Renaissance and Reformation from the Tudors, it is possible to seat England's developments in a wider European scientific, artistic and religious context
Careers						

Year 8

	Term Aut 1 Unit 7	Term Aut 2 Unit 8	Term Spr 1 Unit 9	Term Spr 2 Unit 10	Term Sum 1 Unit 11	Term Sum 2 Unit 12
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	Why did the King lose his head? How far did the Civil War change England?	What caused the revolutions of the 18th century?	How far was the British Empire a force for good?	What cause the First World War? How did the First World War affect the world?	Who was responsible for the Russian Revolution?	How did the Holocaust happen?
Knowledge / Skills	**Substantive:** Charles I, Eleven Years Tyranny, Ship Money, Parliament, Rump Parliament, Long Parliament, the English Civil War, the Commonwealth, Puritan, Oliver Cromwell, the Restoration of the Monarchy, Levellers, Diggers; **Conceptual:** Civil War, power, authority, divine right of kings, limits, taxation, change, revolution	**Substantive:** The American War of Independence, Intolerable Acts, Boston Tea Party, Lexington and Concord, Declaration of Independence, Yorktown, the US Constitution, Necker, Louis XVI, the Estates General, the Tennis Court Oath, the Storming of the Bastille, Robespierre, the Terror; **Conceptual:** revolution, democracy, power, constitution, rights, independence, taxation, revenue	**Substantive:** Jamestown, Mughal Empire, Robert Clive, Battle of Plassey, Bengal Mutiny, East India Company, John Hawkins, Transatlantic Trade, Maroon War, Clapham Sect, Olaudah Equianoh, William Wilberforce; **Conceptual:** Empire, Progress, Colonisation, Exploration, Nationalism, Slavery, Abolition	**Substantive:** Austro-Hungarian Empire, Serbia, Pan-Slavism, Treaty of London, Triple Entente, Triple Alliance, Franz Ferdinand, Trench warfare, Battle of the Somme, Home Front, rationing, suffragette, suffragist, Representation of the People Act, Easter Rising, Amritsar, Treaty of Versailles; **Conceptual:** Militarism, alliance, nationalism, imperialism, rivalry, occupation, attrition, home front, rationing, suffrage, self-determination	**Substantive:** Tsarist Russia, Lenin, Eastern Front, February Revolution, July Days, October Revolution, Trotsky, Russian Civil War, Stalin; **Conceptual:** Revolution, Communism, Absolute Monarchy, Proletariat, Provisional government, Show trial, purge	**Conceptual:** Blood libel, money lending, pogrom, crucifixion of Jesus, Crusades, Nazi ideology, Nuremberg Laws, Kristalnacht, ghetto, Einsatsgruppen, Auschwitz; **Conceptual:** Persecution, prejudice, anti-semitism, Judaism, Christianity, Scapegoating, Citizenship, dehumanisation, genocide
Lit / Num	Writing in History - change, sources	Writing in History - causation, sources	Writing in History - interpretations, evidence	Writing in History - causation, change	Writing in History - causation, sources	Writing in History - causation, change
Enrichment						Imperial War Museum Trip
British Vals	democracy/rule of law	democracy/rule of law/individual liberty	respect/tolerance		individual liberty/democracy	respect/tolerance/faith/democracy
Character	The power of Parliament over the King is a foundation of democracy - by studying this we can develop in some way students' appreciation for the democracy which we have	Democracy continues with the Glorious, American, and French Revolutions, with a brief segue into the Jacobite Rebellions. By studying these we enable students to grasp fundamental ideas about democracy and rights and revolution.	This unit encourages students to lok at the positives and negatives of historical interpretations of the British Empire, to see its legacy and emphathise with the vicims of Imperial failings.	The students will empathise with the conditions in the trenches and the Home Front as well as gaining an appreciation of the sacrifices made by generations in the past.	A critique of fairness and democracy in the context of despotism and revolutions will form he students' main character building through this unit.	This unit enables students to put themselves in the place of the great tragedy of the 20th century, the archetypyal genocide. By studying it they will develop both their empathy and their tolerance in addition to the historical understanding of the topic
Careers						

Year 9

	Term Aut 1 Unit 13	Term Aut 2 Unit 14	Term Spr 1 Unit 15	Term Spr 2 Unit 16	Term Sum 1 Unit 17	Term Sum 2 Unit 18
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	How far was "Blitz Spirit" propaganda? Is the history of Britain after WWII a story of decline?	How far were equal rights achieved in the 20th Century?	When was the Cold War at its hottest?	Anglo-Saxon England and the Norman Conquest	William in power: secring the Kingdom, 1066-1087	Norman England, 1066-1088
Knowledge / Skills	**Substantive:** WW2, Home front, Luftwaffe, RAF, Blitz, Anderson shelter, Yalta, Potsdam, Indian Independence, UN, NHS, Korean War, Suez Crisis, Decolonisation, EEC, Hong Kong; **Conceptual:** Propaganda, camaraderie, morale, psychological warfare, colony, empire, decolonisatoin, welfare state, international relations, power	**Substantive:** NAACP, ACLU, Jim Crow, Montgomery Bus Boycott, Rosa Parks, Martin Luther King, Malcolm X, ANC, Apartheid, Nelson Mandela, **Conceptual:** rights, civil rights, discrimination, racism, prejudice, segregation, progress, campaigning	**Substantive:** The Cold War, USSR, USA, NATO, Chinese Civil War, Berlin Airlift, Korean War, Cuban Missile Crisis, Vietnam War; **Conceptual:** war, conflict, rivalry, nuclear threat, arms race, space race, Communism, Capitalism, treaty	**Substantive:** king and earls, local government and law, economy and social system, power of the Godwins, Edward the Confessor, rival claimants to the throne, Fulford Gate and Stamford Bridge, Hastings, William's victory. **Conceptual:** hierarchy, loyalty, power, control, oath, invasion, succession, rebellion	**Substantive:** Establishing control, castles, Marcher earldoms, Anglo-Saxon resistance, Hereward the Wake, Harrying of the North, Land ownership, maintaining royal power, Revolt of the Earls. **Conceptual:** control, power, revolt, rebellion, invasion, threat, scorched earth, challenge, loyalty	**Substantive:** feudal hierarchy, Church in England, change to society, change to government, sheriffs, Forest Law, Domesday Book, Norman Aristocracy, Odo of Bayeux, William's personality, Robert Curhose and revolt, 1077-1080. **Conceptual:** hierarchy, feudalism, religion, law, control, taxation, survey, aristocracy, change
Lit / Num	Writing in History - interpretations	Writing in History - extent, judgement	Writing in History - significance	4 mark questions	12 mark questions	16 mark questions, full exam technique
Enrichment					Tower of London trip	
British Vals	democracy	democracy/individual liberty				
Character	Students' ability to criticise propaganda and romanticised ideals of the past will be developed here.	This will enable students to reflect on the rights that have been gained for different groups across the 20th century, and appreciate the rights that they currently enjoy.	Character will be developed in terms of how nations relate to each other and how cooperation can be possible with the use of dialogue and understanding. Or impossible, through ideological conflict and refusal to back down			
Careers				GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers

Year 10

	Term Aut 1 Unit 19	Term Aut 2 Unit 20	Term Spr 1 Unit 21	Term Spr 2 Unit 22	Term Sum 1 Unit 23	Term Sum 2 Unit 24
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	Medicine in Britain, c.1250-c.1700: Middle Ages and Renaissance	Medicine in Britain, c.1700-present: 18th and 19th century and Modern Britain	The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches	The Weimar Republic: 1918-1929	Hitler's rise to power 1919-33 Nazi control and dictatorship 1933-39	Life in Nazi Germany 1933-39
Knowledge / Skills	**Substantive:** medieval ideas about medicine: supernatural and religious, rational explanations for disease, approaches to prevention and treatment, Black Death, scientific renaissance, transmission of ideas, continuity and change in prevention treatment and care, the Great Plague, William Harvey. **Conceptual:** change, continuity, religion, superstition, science, renaissance, care, prevention, treatment	**Substantive:** Germ theory, microbes, improvements in hospital care, anaesthetic, antiseptic, approaches to prevention, Edward Jenner, vaccination, cholera in London, genetices, lifestyles, improvements in diagnosis, change in care and treatment, preventing disease, penicillin, lung cancer. **Conceptual:** change, continuity, science, genetics, public health, state, individual, lifestyle, prevention	**Substantive:** the Western front, injuries and illnesses, RAMC, FANY, Medicine in the early 20th century, medical advances, X-Ray, plastic surgery, trench foot, shell shock **Conceptual:** sources, impact, psychological, physical, change, continuity, cause and effect, conditions	**Substantive:** legacy of the First World War, strenghts and weaknesses of the Weimar Constitution, unpopularity of the Republic, challenges from left and right, 1923 hyperinflation, Gustav Stresemann, Weimar culture **Conceptual:** change, continuity, democracy, republic, economy, inflation, reparations, blame, left-right (politics)	**Substantive:** early growth of the Nazi Party, Munich Putsch, Mein Kampf, Wall Street Crash, elections of 1932, Reichstag Fire, Enabling Act, Fuhrer, police state, Nazi religious policy, propaganda and censorship, opposition from churches and youth **Conceptual:** change, democracy,dictatorship, revolution, economy, crisis, crash	**Substantive:** women and the family, Hitler Youth, Jungmadel, Nazi education policy, Nazi unemployment policy, standards of living, Nazi racial policies, Jewish persecution, Kristallnacht **Conceptual:** change, continuity, persecution, employment, economy, gender roles, discrimination, race, anti-Semitism
Lit / Num	4/12 mark questions	12/16 mark questions	Source questions	Interpretations questions - inference and difference	Interpretations questions - agree/disagree	12 mark question, full exam technique (3 units)
Enrichment	DDD trip - old operating theatre					
British Vals						
Character						
Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers

Year 11

	Term Aut 1 Unit 25	Term Aut 2 Unit 26	Term Spr 1 Unit 27	Term Spr 2 Unit 28	Term Sum 1 Unit 29	Term Sum 2 Unit 30
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	The origins of the Cold War, 1941-58	Cold War Crises, 1958-70	The end of the Cold War crises, 1970-91	Revision	Exam	Exam
Knowledge / Skills	**Substantive:** Tehran, Yalta, Potsdam, end of the Grand Alliance, Satellite States, Truman Doctrine, Marshall Plan, Cominform, Comecon, Nato, Germany's place in the Cold War, arms race, Warsaw Pact, Soviet control of Hungary, Hungarian Crisis 1956 **Conceptual:** causation, continuity, change, capitalism, communism, dictatorship, international relations, "first world, second world, third world," self-determination	**Substantive:** Divided Berlin, Cuban Missile Crisis, Prague Spring, Berlin Wall, Brezhnev Doctrine, Consequences of crises, US-Soviet relations, Eastern Europe, UN **Conceptual:** nuclear war, first-strike policy, Mutually Assured Destruction, causation, change, revolution, self-determination	**Substantive:** Détente, Strategic Arms Limitation Treaties, INF Treaty, Soviet invasion of Afghanistan, Ronald Reagan, Mikhail Gorbachev, loosening Soviet grip on Eastern Europe, fall of the Berlin Wall, end of the Cold War, significanc of the fall of the Soviet Union **Conceptual:** significance, change, continuity, causation, MAD, ICBM, arms limitation, superpower	All content from Y9 Spr2 to Y11 Spr1	Edexcel GCSE 9-1	
Lit / Num	narrative account question	consequences question	significance question, full exam technique	All exam techniques from Y9 Spr2 onwards		
Enrichment						
British Vals						
Character				Grit and courage in the face of challenging exams		
Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers	GCSE History - Museum work, Teaching, Journalism, Archaeology, Legal Careers		

Year 12

	Term Aut 1 Unit 61	Term Aut 2 Unit 62	Term Spr 1 Unit 63	Term Spr 2 Unit 64	Term Sum 1 Unit 65	Term Sum 2 Unit 66
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	Henry VII / Russian Revolution	Henry VII / Russian Revolution	Henry VIII / Lenin's Russia	Henry VIII / Lenin's Russia	Henry VIII / Stalin's Russia	Henry VIII / Stalin's Russia
Knowledge / Skills	**Substantive:** Wars of the Roses, Battle of Bosworth, Perkin Warbeck, Lambert Simnel, William Stanley, Henry Tudor **Conceptual:** change, continuity, causation, monarchy, rebellion, interpretation / **Substantive:** Russo-Japanese War, Bloody Sunday, Tsarism, Lenin, Provisional Government, Kornilov, WWI **Conceptual:** change, continuity, causation, revolution, socialism, communism, Tsarism	**Substantive:** Tudor society, religion, economy, foreign relations, marriage alliances, Ferdinand of Aragon **Conceptual:** change, continuity, causation, monarchy, foreign relations, interpretations / **Content:** April Theses, Iskra, Trotsky, Politburo, Surrender of Russia, Aurora, October Revolution **Conceptual:** causation, change, continuity, revolution, democracy, Marxism	**Substantive:** Court of Henry VIII, Catherine of Aragon, character and aims of Henry VIII, government, parliament, Wolsey, Cromwell **Conceptual**: government, court, parliament, power, change, continuity, responsibility / **Content:** Lenin's government, armistice, peace, civil war, Reds, Whites, Archangelsk **Conceptual:** causation, change, continuity, revolution, democracy, Marxism, civil war, power	**Substantive:** foreign relations with Scotland, securing of the succession, change in foreign realations, society in the reign of Henry VIII, rebellions, regional issues **Conceptual**: foreign relations, hierarchy, succession, change, continuity / **Content:** economic and social developments of Lenin's Russia, NEP, Kronstadt Rising, foreign relations of Lenin's government, Stalin's rise to power **Conceptual:** causation, change, continuity, revolt, civil war, economy, socialism, sources	**Substantive:** economic developments, trade, exploration, prosperity, depression, religion, ideas, reform **Conceptual**: religion, economy, reform, society / **Content:** Stalin's rise to power, Lenin's Testament, Trosky, Kamenev, Zinoviev, Bukharin, Rykov, Tomsky, power struggle **Conceptual:** power, leadership, cult of personality, loyalty, Party	**Substantive:** The King's Great Matter, succession, wives of Henry VIII and their consequences **Conceptual**: religion, economy, reform, heir, succession / **Substantive:** government, Five Year Plans, Collectivisation, Stakhanovite, cult of personality, dictatorship, purges, Terror **Conceptual:** causation, change, continuity, revolution, democracy, Marxism
Lit / Num	25- and 30-mark questions	25- and 30-mark questions	25- and 30-mark questions	25- and 30-mark questions	25- and 30-mark questions	25- and 30-mark questions
Enrichment				Trip to Hampton Court Palace		Possible half-term trip to St Petersburg/Moscow
British Vals						
Character						
Careers	A-Level History: Archivist, heritage manager, historic buildings inspector, conservation officer, museum education	A-Level History: Archivist, heritage manager, historic buildings inspector, conservation officer, museum education	A-Level History: Archivist, heritage manager, historic buildings inspector,	A-Level History: Archivist, heritage manager, historic buildings inspector,	A-Level History: Archivist, heritage manager, historic buildings inspector,	A-Level History: Archivist, heritage manager, historic buildings inspector,

Year 13

	Term Aut 1 Unit 71	Term Aut 2 Unit 72	Term Spr 1 Unit 73	Term Spr 2 Unit 74	Term Sum 1 Unit 75	Term Sum 2 Unit 76
	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage
Unit Title	Edward VI / Stalin's Russia / Coursework	Elizabeth I / Stalin's Russia / Coursework	Elizabeth I / Last years of Stalin	Revision	Exams	N/A
Knowledge / Skills	**Substantive:** Somerset, Northumberland, religion, reform, Mary's counterreformation **Conceptual:** change, continuity, stability / **Substantive:** Yezhovschina, Trostky, end of purges, War Communism, Soviet Economy under war, Cult of Personality **Conceptual:** change, continuity, threat, paranoia, purge, terror / **Substantive:** African-American civil rights, 1865-1968 **Conceptual:** argument, source, interpretation, judgement, extent	**Substantive:** Elizabeth's character as Queen, government, Earl of Essex, foreign affairs, Spanish Armada, conspiracies, plots, Walsingham, Mary Queen of Scots **Conceptual:** change, / **Substantive:** high Stalinism, Zhdanovchina, NKVD, Beria, Leningrad affair, Doctors Plot, international relations, Soviet bloc, cold war **Conceptual**: leadership, paranoia, Socialism, cult of personality, loyalty, isolation / **Substantive:** African-American civil rights, 1865-1968 **Conceptual:** argument, source, interpretation, judgement, extent	**Substantive:** elizabethan culture, religion, economy, Shakespeare, Marlowe, John Dee, Elizabethan "Golden Age" **Conceptual:** change, continuity, stability, golden age, literature, culture / **Substantive:** Khrushchev, Molotov, death of Stalin, power struggle, cult of personality **Conceptual:** cult of personality, succession, vozhd	Revision of all topics from Y12 Aut1 to Y13 Spr1 - timelines, graphs, exam questions		
Lit / Num	Coursework essay writing, 25- and 30-mark questions	Coursework essay writing, 25- and 30-mark questions	25- and 30-mark questions	Exam technique focus		
Enrichment						
British Vals						
Character				Grit and courage in the face of challenging exams		
Careers	A-Level History: Archivist, heritage manager, historic buildings inspector, conservation officer, museum education	A-Level History: Archivist, heritage manager, historic buildings inspector, conservation officer, museum education	A-Level History: Archivist, heritage manager, historic buildings inspector,			