



## KS4 History Curriculum Map Year 10: Unit 1 - Weimar and Nazi Germany 1918-1939 (Paper 3)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
Weimar Germany 1918-1929	What was the German Revolution of 1918?	<ul style="list-style-type: none"> <li>• Kiel Mutiny</li> <li>• Kaiser's Abdication</li> <li>• Armistice</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Source analysis (making inferences) [AO3]</li> <li>• Analysis of second order concepts: causation [AO2]</li> <li>• Knowledge and understanding of features and characteristics [AO1].</li> <li>• Analysis and evaluation of source utility [AO3]</li> <li>• Analysis of Interpretations (how they differ) [AO4]</li> <li>• Analysis of Interpretations (why they differ) [AO4]</li> <li>• Analysis and evaluation of Interpretations [AO4]</li> </ul>	Students will be assessed on a selection of the content from this unit. The question stems will be as follows: <ul style="list-style-type: none"> <li>• Q1 – Give two inferences from Source A about ...</li> <li>• Q2 – Explain why ...</li> <li>• Q3a – How useful are Sources B and C for an enquiry into ... Explain your answer.</li> <li>• Q3b - Study Interpretations 1 and 2. They give different views about ... What is the main difference between these views?</li> <li>• Q3 c – Suggest one reason why Interpretations 1 and 2 give different views about...</li> <li>• Q3d - How far do you agree with Interpretation X about ...? Explain your answer, using both interpretations and your knowledge of the historical context.</li> </ul>
	How Did Germany Become a Democracy?	<ul style="list-style-type: none"> <li>• Ebert's Interim Government</li> <li>• Weimar Constitution</li> <li>• November Criminals</li> <li>• Dolchstoß</li> </ul>		
	Why did the Germans Call the Treaty of Versailles the Diktat?	<ul style="list-style-type: none"> <li>• German Territorial Losses</li> <li>• German Economic Losses</li> <li>• Germany Military Losses</li> <li>• War Guilt Clause</li> </ul>		
	How did the Weimar Republic Survive Overcome the Threat from the Political Extremes?	<ul style="list-style-type: none"> <li>• Spartacist Uprising</li> <li>• Kapp Putsch</li> <li>• Political Assassinations 1919-23</li> </ul>		
	Why did the German	<ul style="list-style-type: none"> <li>• Reparations</li> </ul>		

	Economy Collapse in 1923?	<ul style="list-style-type: none"> <li>• Hyperinflation</li> <li>• Ruhr Crisis</li> </ul>		
	How did a Failed Artist Become a Political Leader?	<ul style="list-style-type: none"> <li>• Hitler's Youth &amp; Upbringing</li> <li>• Hitler's War Service</li> <li>• Hitler Joins the German Workers Party DAP</li> </ul>		
	What Happened When Hitler Tried to Seize Power in 1923?	<ul style="list-style-type: none"> <li>• Causes of the Munich Beer Hall Putsch</li> <li>• Key Events of the Munich Beer Hall Putsch</li> <li>• Short-term Consequences of the Munich Beer-Hall Putsch</li> </ul>		
	How did Stresemann Restore Prosperity 1924-1929?	<ul style="list-style-type: none"> <li>• Dawes Plan</li> <li>• Locarno Pact</li> <li>• German Entry into the League of Nations</li> <li>• Youngs Plan</li> </ul>		
	How did German Culture Change During the Weimar Era?	<ul style="list-style-type: none"> <li>• New Objectivism</li> <li>• Modernism</li> <li>• Expressionism</li> </ul>		
	How did Hitler Reorganise the Nazi Party in the Lean Years?	<ul style="list-style-type: none"> <li>• Mein Kampf</li> <li>• Reorganisation of the NSDAP</li> <li>• Creation of a national party</li> <li>• Bamberg Conference</li> </ul>		
The Rise of National Socialist German Worker's Party and	Why did so Many Germans Turn to the NSDAP 1930-32?	<ul style="list-style-type: none"> <li>• Wall Street Crash</li> <li>• Economic Crisis in Germany 1929-32</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as</li> </ul>

the Creation of a Nazi Police State in Germany 1929-34		<ul style="list-style-type: none"> <li>• ‘Something for Everyone’</li> </ul>	<ul style="list-style-type: none"> <li>• Source analysis (making inferences) [AO3]</li> <li>• Analysis of second order concepts: causation [AO2]</li> <li>• Knowledge and understanding of features and characteristics [AO1].</li> <li>• Analysis and evaluation of source utility [AO3]</li> <li>• Analysis of Interpretations (how they differ) [AO4]</li> <li>• Analysis of Interpretations (why they differ) [AO4]</li> <li>• Analysis and evaluation of Interpretations [AO4]</li> </ul>	<p>follows:</p> <ul style="list-style-type: none"> <li>• Q1 – Give two inferences from Source A about ...</li> <li>• Q2 – Explain why ...</li> <li>• Q3a – How useful are Sources B and C for an enquiry into ... Explain you answer.</li> <li>• Q3b - Study Interpretations 1 and 2. They give different views about ... What is the main difference between these views?</li> <li>• Q3 c – Suggest one reason why Interpretations 1 and 2 give different views about...</li> <li>• Q3d - How far do you agree with Interpretation X about ...? Explain your answer, using both interpretations and your knowledge of the historical context.</li> </ul>
	How did Hitler use the SA to Increase his Support 1930-32?	<ul style="list-style-type: none"> <li>• NSDAP Private Army</li> <li>• Propaganda Value of the Brownshirts</li> </ul>		
	Why was Hitler Appointed Chancellor in 1933?	<ul style="list-style-type: none"> <li>• Elections of 1932</li> <li>• Hitler Uber Deutschland</li> <li>• Role of won Paper</li> <li>• Role of von Schliecher</li> <li>• Role of von Hindenburg</li> </ul>		
	How did Hitler Unpick Germany’s Democracy?	<ul style="list-style-type: none"> <li>• Reichstag Fire</li> <li>• Enabling Act</li> <li>• Abolition of the Trade Unions</li> <li>• Creation of a One-Party State</li> <li>• Abolition of the Lander</li> </ul>		
	How Did Hitler Become Germany’s Fuhrer?	<ul style="list-style-type: none"> <li>• Night of the Long Knives</li> <li>• Death of Hindenburg</li> <li>• Army Oath</li> </ul>		
	How did the Nazis Establish a Police State?	<ul style="list-style-type: none"> <li>• SS</li> <li>• SD</li> <li>• Gestapo</li> <li>• Concentration Camps</li> <li>• Peoples Courts</li> </ul>		
	How did the Nazis Control Information 1933-39??	<ul style="list-style-type: none"> <li>• Propaganda</li> <li>• Censorship</li> <li>• Role of Joseph Goebbels</li> </ul>		

Life in Hitler's Totalitarian Dictatorship 1933- 39	How did Hitler Reduce Unemployment 1933-39?	<ul style="list-style-type: none"> <li>National Labour Service (RAD)</li> <li>Public Building Initiatives</li> <li>Rearmament</li> <li>Visible Employment</li> <li>Invisible Unemployment</li> </ul>	<ul style="list-style-type: none"> <li>For this unit the historical skills being explicitly developed and targeted are:</li> <li>Source analysis (making inferences) [AO3]</li> <li>Analysis of second order concepts: causation [AO2]</li> <li>Knowledge and understanding of features and characteristics [AO1].</li> <li>Analysis and evaluation of source utility [AO3]</li> <li>Analysis of Interpretations (how they differ) [AO4]</li> <li>Analysis of Interpretations (why they differ) [AO4]</li> <li>Analysis and evaluation of Interpretations [AO4]</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>Q1 – Give two inferences from Source A about ...</li> <li>Q2 – Explain why ...</li> <li>Q3a – How useful are Sources B and C for an enquiry into ... Explain your answer.</li> <li>Q3b - Study Interpretations 1 and 2. They give different views about ... What is the main difference between these views?</li> <li>Q3 c – Suggest one reason why Interpretations 1 and 2 give different views about...</li> <li>Q3d - How far do you agree with Interpretation X about ...? Explain your answer, using both interpretations and your knowledge of the historical context.</li> </ul>
	How did the Lives of Worker Change 1933-39?	<ul style="list-style-type: none"> <li>German Labour Front (DAF)</li> <li>Four Year Plan</li> <li>Beauty of Labour</li> <li>Strength through Joy</li> <li>Das Volkswagen</li> </ul>		
	How did the Nazis Use the Berlin Olympics to Showcase Nazis?	<ul style="list-style-type: none"> <li>Aryan Supremacy theme</li> <li>Censorship &amp; Propaganda</li> <li>International Reactions</li> </ul>		
	How did the Nazis Control Religion 1933-39?	<ul style="list-style-type: none"> <li>Concordat</li> <li>Declining relations with Catholic Church</li> <li>Reich Church</li> <li>Pastor Emergency League</li> </ul>		
	How did the Nazis Control Education 1933-39?	<ul style="list-style-type: none"> <li>Nazification of the Curriculum</li> <li>Nazification of Teachers</li> <li>Nazification of Students</li> </ul>		
	How did the Nazis Control the Youth Outside of School 1933-39?	<ul style="list-style-type: none"> <li>Pimpfe – Little Fellows</li> </ul>		

		<ul style="list-style-type: none"> <li>• Deutsche Jungvolk – German Young People</li> <li>• Hitler Jugend – Hitler Youth</li> <li>• Jungmadel (Young Maidens)</li> <li>• Bund Deutschsher Madel (League of German Maidens)</li> </ul>		
	How did the lives of Women in Germany Change During the Nazi Period 1933-39?	<ul style="list-style-type: none"> <li>• Law for the Encouragement of Marriage</li> <li>• Divorce Laws</li> <li>• Mother’s Cross</li> <li>• Lebenborn</li> <li>• Women and Employment</li> <li>• Nazi Portrayal of Women in Propaganda</li> </ul>		
	How did the Live of Minorities Change in Germany 1933-39?	<ul style="list-style-type: none"> <li>• Homosexuals</li> <li>• Gypsies</li> <li>• Disabled</li> <li>• Utermenschen Races</li> </ul>		
	How did the Nazi Persecution of the Jews Increase 1933-39?	<ul style="list-style-type: none"> <li>• Jewish Business Boycott 1933</li> <li>• Legal Persecution 1933-39</li> <li>• Nuremberg Laws</li> <li>• Kristallnacht</li> </ul>		

## KS4 History Curriculum Map Year 10: Unit 2 – Superpower Relations c1941-c1991 (Paper 2P)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
The Origins and Beginning of the Cold War c1941-1949	Why was the Grand Alliance an Unlikely Alliance?	<ul style="list-style-type: none"> <li>• Communist ideology</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Analysis of second order concepts: consequence [AO2]</li> <li>• Knowledge and understanding of features and characteristics [AO1]</li> <li>• Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]</li> <li>• Knowledge and understanding of features and characteristics) [AO1]</li> <li>• Analysis of second order concepts: consequence/significance [AO2]</li> <li>• Knowledge and understanding of features and characteristics [AO1]</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• Q1 – Explain two key consequences of ...</li> <li>• Q2 – Write a narrative account analysing the key events of ...</li> <li>• Q3 – Explain two of the following:</li> <li>• The importance of ... for</li> <li>• The importance of ... for</li> <li>• The importance of ... for</li> </ul>
	What was Agreed When the Grand Alliance Met?	<ul style="list-style-type: none"> <li>• Capitalist ideology</li> <li>• Battle of Britain, Operation Barbarossa &amp; Pearl Harbour</li> </ul>		
	How did the Grand Alliance Begin to Fracture?	<ul style="list-style-type: none"> <li>• Tehran</li> <li>• Yalta</li> <li>• Potsdam</li> </ul>		
	How did the Actions of the USA Contribute Develop the Cold War?	<ul style="list-style-type: none"> <li>• Long Telegram</li> <li>• Iron Curtain Speech</li> <li>• Novikov Telegram</li> </ul>		
	How did the Actions of the USSR Develop the Cold War?	<ul style="list-style-type: none"> <li>• Truman Doctrine</li> <li>• Marshall Aid</li> </ul>		
	How did the Actions of the USSR Develop the Cold War?	<ul style="list-style-type: none"> <li>• Red Army Liberation of Eastern Europe</li> <li>• “Free” Elections of Eastern Europe 1945-48</li> </ul>		
	What Happened when the Anti-German Alliance	<ul style="list-style-type: none"> <li>• Cominform</li> <li>• Comecon</li> <li>• Bizonia/Trizonia</li> <li>• Deutschmark</li> </ul>		

	Clashed Over Germany?	<ul style="list-style-type: none"> <li>Berlin Blockade</li> <li>Berlin Airlift</li> </ul>		
	How did the Superpowers Divide the World in the 1950s?	<ul style="list-style-type: none"> <li>Creation of FDR &amp; DDR</li> <li>NATO &amp; Warsaw Pact</li> <li>Nuclear Arms Race</li> </ul>		
The Development of the Cold War c1949-c1969	What Happened when the Hungarians Tried to Become Neutral?	<ul style="list-style-type: none"> <li>Khrushchev's Destalinisation</li> <li>Secrete Speech</li> <li>Unrest in Hungry</li> <li>Nagy's Reforms</li> <li>Soviet invasion of Hungary</li> </ul>	<ul style="list-style-type: none"> <li>For this unit the historical skills being explicitly developed and targeted are:</li> <li>Analysis of second order concepts: consequence [AO2]</li> <li>Knowledge and understanding of features and characteristics [AO1]</li> <li>Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]</li> <li>Knowledge and understanding of features and characteristics) [AO1]</li> <li>Analysis of second order concepts: consequence/significance [AO2]</li> <li>Knowledge and understanding of features and characteristics [AO1]</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>Q1 – Explain two key consequences of ...</li> <li>Q2 – Write a Write a narrative account analysing the key events of ...</li> <li>Q3 – Explain two of the following:</li> <li>The importance of ... for</li> <li>The importance of ... for</li> <li>The importance of ... for</li> </ul>
	Why did the Superpowers Clash Over Berlin... AGAIN!?	<ul style="list-style-type: none"> <li>Berlin Refugee Crisis</li> <li>Khrushchev's Ultimatum</li> </ul>		
	Why did the Superpower's Summit Diplomacy Crash and Burn?	<ul style="list-style-type: none"> <li>Geneva</li> <li>Camp David</li> <li>Paris</li> <li>U2 Spy Plane Incident</li> <li>Vienna</li> </ul>		
	How Did the Berlin Wall Settle the Berlin Question?	<ul style="list-style-type: none"> <li>Construction of the wall</li> <li>Key features</li> <li>Consequences of the wall</li> <li>Ich Bin Ein Berliner</li> </ul>		
	Why did Cuba ask the USSR for Protection from the USA?	<ul style="list-style-type: none"> <li>Cuban Revolution</li> <li>American Embargo on Cuban Sugar</li> <li>Bay of Pigs Invasion</li> </ul>		
	How did Cuban Nearly Cause World War Three?	<ul style="list-style-type: none"> <li>Discovery of missile bases on Cuba</li> <li>13 Days</li> </ul>		

	How did the Nuclear Arms Race Change After 1962?	<ul style="list-style-type: none"> <li>• Resolution</li> <li>• Red Telephone</li> <li>• Nuclear Non-Proliferation Treaty</li> <li>• Test Ban Treaty</li> <li>• End of JFK &amp; Khrushchev</li> </ul>		
	What Happened when the Czechs Tried to make Communism More Popular?	<ul style="list-style-type: none"> <li>• Brezhnev's Ideology</li> <li>• Unrest in Czechoslovakia</li> <li>• Dubceks's Reforms</li> <li>• Invasion of Prague</li> <li>• Brezhnev Doctrine</li> </ul>		
Attempts to Find a Settlement and the End of the Cold War c1970-1991	Why were Superpower Relations Different in the 1970s?	<ul style="list-style-type: none"> <li>• Soviet reasons for Détente</li> <li>• US reasons for Détente</li> <li>• US rapprochement with China</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Analysis of second order concepts: consequence [AO2]</li> <li>• Knowledge and understanding of features and characteristics [AO1]</li> <li>• Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]</li> <li>• Knowledge and understanding of features and characteristics) [AO1]</li> <li>• Analysis of second order concepts: consequence/significance [AO2]</li> <li>• Knowledge and understanding of features and characteristics [AO1]</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• Q1 – Explain two key consequences of ...</li> <li>• Q2 – Write a Write a narrative account analysing the key events of ...</li> <li>• Q3 – Explain two of the following:</li> <li>• The importance of ... for</li> <li>• The importance of ... for</li> <li>• The importance of ... for</li> </ul>
	What did Détente Achieve?	<ul style="list-style-type: none"> <li>• SALT I</li> <li>• Apollo-Soyuz Mission</li> <li>• Helsinki Accords</li> <li>• SALT II</li> </ul>		
	How did Détente Come to an End?	<ul style="list-style-type: none"> <li>• Iranian Hostage Crisis</li> <li>• Soviet influence in Nicaragua</li> <li>• Carter's decreasing popularity</li> </ul>		
	What Happened when the USSR Invaded Afghanistan?	<ul style="list-style-type: none"> <li>• 1970s unrest in the Middle East</li> <li>• Assassination of Amin</li> <li>• Soviet Invasion of Afghanistan</li> <li>• Carter Doctrine</li> </ul>		



	<p>What was the New Cold War?</p>	<ul style="list-style-type: none"> <li>• Olympic Boycott 1980</li> <li>• LA Olympic Boycott 1984</li> <li>• Reagan Doctrine</li> <li>• Evil Empire Speech</li> <li>• Star Wars</li> </ul>		
	<p>What was “New” about Gorbachev’s “Thinking”?</p>	<ul style="list-style-type: none"> <li>• Failings of Andropov &amp; Chernenko</li> <li>• Glasnosts</li> <li>• Perestroika</li> <li>• Demilitarisation</li> <li>• End of the Brezhnev Doctrine</li> </ul>		
	<p>How did the Cold War End?</p>	<ul style="list-style-type: none"> <li>• Geneva Summit</li> <li>• Reykjavik Summit</li> <li>• Chernobyl Disaster</li> <li>• Washington Summit</li> <li>• Moscow Summit</li> <li>• Malta Summit</li> </ul>		
	<p>How did Communism End in Europe?</p>	<ul style="list-style-type: none"> <li>• Fall of the Berlin Wall</li> <li>• Collapse of the Eastern Bloc</li> <li>• Dissolution of the Warsaw Pact</li> <li>• Dissolution of the Soviet Union</li> </ul>		

## KS4 History Curriculum Map Year 10: Unit 3 – Late Anglo-Saxon and Early Norman England c1060-1087 (Paper 2B)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
The Development of the English Succession Crisis c1060-1066	How was Late Anglo-Saxon Society Structured?	<ul style="list-style-type: none"> <li>Saxon Invasion of England</li> <li>Social Hierarchy</li> <li>Social Mobility</li> </ul>	<ul style="list-style-type: none"> <li>For this unit the historical skills being explicitly developed and targeted are:</li> <li>Knowledge of key features and characteristics of the period. [AO1]</li> <li>Analysis of second order concepts: causation [AO2].</li> <li>Knowledge and understanding of features and characteristics [AO1].</li> <li>Knowledge and understanding of features and characteristics [AO1].</li> <li>Analysis and evaluation of second order concepts: causation, consequence, significance, change, continuity, similarity, difference [AO2];</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>Q1a – Describe two key features of ...</li> <li>Q1b – Explain why ...</li> <li>Q1c – ‘Statement’ How far do you agree? Explain your answer.</li> <li>Please note that depending on the choice made by students for Q1c on this particular assessment, the conceptual focus will be:</li> <li>Causation &amp; Significance</li> <li>Consequence</li> </ul>
	How Powerful was the Late Anglo-Saxon Monarchy?	<ul style="list-style-type: none"> <li>Power of the Monarchy</li> <li>Limitations of the Monarchy</li> <li>Reign of Edward the Confessor</li> </ul>		
	How was Late Anglo-Saxon England Governed?	<ul style="list-style-type: none"> <li>Witan</li> <li>Earls</li> <li>Shire-Reeves</li> <li>Hundreds</li> <li>Tithings</li> <li>Hides</li> <li>Fyrd</li> </ul>		
	How did Late Anglo-Saxon Society Function Effectively?	<ul style="list-style-type: none"> <li>Economy</li> <li>Law &amp; Order</li> <li>Church</li> </ul>		
	How did Harold Godwinson Ensure he would be the Witan’s Choice to Succeed Edward in 1066?	<ul style="list-style-type: none"> <li>Rise of Godwin</li> <li>Edward’s exile &amp; return of Godwins</li> <li>Harold’s Welsh Campaign</li> </ul>		

		<ul style="list-style-type: none"> <li>• Embassy to Normandy</li> <li>• Uprising against Tostig</li> </ul>		
	Why was Harold's Claim to the Throne Disputed?	<ul style="list-style-type: none"> <li>• Claim of Edgar Aethling</li> <li>• Claim of Harald Hardrada</li> <li>• Claim of William of Normandy</li> <li>• Claim of Harold Godwinson</li> </ul>		
	How did Harold Godwinson Attempt to Secure his Kingdom?	<ul style="list-style-type: none"> <li>• Edward's death</li> <li>• Harold's coronation</li> <li>• Harold's visit to the North</li> <li>• Harold's defences</li> <li>• Tostig's failed invasion</li> </ul>		
	Why did Harald's Invasion Fail?	<ul style="list-style-type: none"> <li>• Battle of Gate Fulford</li> <li>• Battle of Stamford Bridge</li> </ul>		
	Why did William Win the Battle of Hastings?	<ul style="list-style-type: none"> <li>• Battle of Hastings</li> <li>• Key Events</li> <li>• Shield Wall vs Knight Charge</li> <li>• Tactics, Leadership &amp; Fortune</li> </ul>		
The Establishment of Norman Control over Anglo-Saxon England 1066-c1075	Why did the English Earls Submit to William?	<ul style="list-style-type: none"> <li>• Romney, Dover, Canterbury &amp; Winchester</li> <li>• William's March on London</li> <li>• Wallingford</li> <li>• Submission of Berkhamstead (and Barking)</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Knowledge of key features and characteristics of the period. [AO1]</li> <li>• Analysis of second order concepts: causation [AO2].</li> <li>• Knowledge and understanding of features and characteristics [AO1].</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• Q1a – Describe two key features of ...</li> <li>• Q1b – Explain why ...</li> <li>• Q1c – 'Statement' How far do you</li> </ul>

		<ul style="list-style-type: none"> <li>William's Coronation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of features and characteristics [AO1].</li> <li>Analysis and evaluation of second order concepts: causation, consequence, significance, change, continuity, similarity, difference [AO2];</li> </ul>	<p>agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>Please note that depending on the choice made by students for Q1c on this particular assessment, the conceptual focus will be:</li> <li>Causation &amp; Significance</li> <li>Significance</li> </ul>
	Why were Castles Important in William's Consolidation of Power?	<ul style="list-style-type: none"> <li>Motte and Bailey Castles</li> <li>Comparison to Saxon Burghs</li> <li>Military, Strategic and Political importance</li> </ul>		
	How did William use Land to Consolidate his Power?	<ul style="list-style-type: none"> <li>Redistribution of Godwinson Lands</li> <li>Edwin and Morcar</li> <li>Marcher Earldoms</li> </ul>		
	What Happened in England when William Returned to Normandy in 1068?	<ul style="list-style-type: none"> <li>William's return to Normandy</li> <li>Reasons for the rebellions</li> <li>Events of the rebellions</li> <li>Consequences of the rebellions</li> </ul>		
	What Happened When the North Revolted in 1069?	<ul style="list-style-type: none"> <li>Death of Cumin</li> <li>Sack of York</li> <li>William's Initial March North</li> <li>Anglo-Danish Attack on York</li> <li>William's Divide &amp; Conquer Tactics</li> </ul>		
	Why did William Harry the North of England?	<ul style="list-style-type: none"> <li>Reasons for</li> <li>Events of</li> <li>Short &amp; Long Term Consequences of</li> </ul>		
	How did William Overcome the Last Saxon Uprising 1070-71?	<ul style="list-style-type: none"> <li>Hereward the Wake's Return</li> <li>Ely as the Centre of Resistance</li> </ul>		

		<ul style="list-style-type: none"> <li>• Return of Edwin &amp; Morcar</li> <li>• King Sweyn &amp; the Danes</li> <li>• William's Retaking of Ely</li> </ul>		
	How Different was the Revolt of the Earls (1075) Compared to those Prior?	<ul style="list-style-type: none"> <li>• Reasons for</li> <li>• Events of</li> <li>• Failure of</li> <li>• Consequences/ outcomes</li> </ul>		
	How did William Maintain Royal Authority?	<ul style="list-style-type: none"> <li>• Military Strength</li> <li>• Legitimate Successor Theory</li> <li>• Royal Ceremonies</li> <li>• Land Ownership</li> <li>• Oath-Taking</li> <li>• Coinage and Writes</li> <li>• Journeys Around England</li> </ul>		
The Normanisation of England 1066-1087	How did William Use the Feudal System to Control the Population?	<ul style="list-style-type: none"> <li>• Feudalism</li> <li>• Knight-Service</li> <li>• Labour-Service</li> <li>• Significance of the Role of Tenant's-in-Chief</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Knowledge of key features and characteristics of the period. [AO1]</li> <li>• Analysis of second order concepts: causation [AO2].</li> <li>• Knowledge and understanding of features and characteristics [AO1].</li> <li>• Knowledge and understanding of features and characteristics [AO1].</li> <li>• Analysis and evaluation of second order concepts: causation, consequence, significance, change, continuity, similarity, difference [AO2];</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• Q1a – Describe two key features of ...</li> <li>• Q1b – Explain why ...</li> <li>• Q1c – 'Statement' How far do you agree? Explain your answer.</li> <li>• Please note that for Q1c on this particular assessment, the conceptual focus will be:</li> <li>• Consequence and Significance for both options</li> </ul>
	How Different was Norman Government?	<ul style="list-style-type: none"> <li>• Centralisation of Power</li> <li>• William's Earls</li> <li>• Regents</li> <li>• Forest Laws</li> <li>• Changing Role of the Shire-Reeve</li> </ul>		
	How did the Normans Change English Religion?	<ul style="list-style-type: none"> <li>• Perceived Issues with Stigand's Church</li> <li>• Lanfranc's Appointments</li> </ul>		

		<ul style="list-style-type: none"> <li>• Lanfranc's Changes to Religion</li> </ul>		
	What was the Significance of the Domesday Book?	<ul style="list-style-type: none"> <li>• Causes</li> <li>• Key Information</li> <li>• Significance</li> </ul>		
	How was England Normanised after 1066?	<ul style="list-style-type: none"> <li>• Everyday Life (Village &amp; Town)</li> <li>• Legal System</li> <li>• Language</li> <li>• Architecture</li> <li>• Culture</li> </ul>		
	Why did a Family-Feud lead to a Disputed Succession after William died?	<ul style="list-style-type: none"> <li>• William's Relationship with Odo, Robert &amp; Rufus.</li> <li>• William's death.</li> <li>• Succession Crisis of 1087</li> </ul>		

# KS4 History Curriculum Map Year 11: Unit 1 (Unit 4 of GCSE) – Warfare and British Society c1250 to the Present Day (Paper 1)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
Key English and British Battles Through Time	What happened at the Battle of Falkirk?	<ul style="list-style-type: none"> <li>• Reasons for its outcome</li> <li>• the roles of William Wallace and Edward I</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Knowledge of key features and characteristics of the period. [AO1]</li> <li>• Analysis and evaluation of source utility [AO3].</li> <li>• Source analysis and use (the ability to frame historical questions) [AO3].</li> <li>• Analysis of second order concepts: difference [AO2].</li> <li>• Analysis of second order concepts: causation/change [AO2]</li> <li>• Analysis and evaluation of second order concepts: causation, consequence, significance, change, continuity, similarity, difference [AO2].</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• (Q1-2 are omitted for this part of the study)</li> <li>• Q3 - Explain one way in which the ... was similar/different to...</li> <li>• Q4 – Explain why... (there was a change over a min of 100 years)</li> <li>• Q5/6– ‘Statement’ How far do you agree? Explain your answer.</li> <li>• Please note for Q5c on this particular assessment, the conceptual focus will be:</li> <li>• Significance and Consequence</li> <li>• Whilst for Q6 on this particular assessment, the conceptual focus will be:</li> <li>• Significance and change</li> <li>• Students are required to answer only one option from Q5 and Q6.</li> </ul>
	What happened at the Battle of Agincourt?	<ul style="list-style-type: none"> <li>• Reasons for its outcome</li> <li>• The role of Henry V</li> </ul>		
	What happened at the Battle of Naseby?	<ul style="list-style-type: none"> <li>• Reasons for its outcome</li> <li>• Role of Oliver Cromwell</li> </ul>		
	What happened at the Battle of Waterloo?	<ul style="list-style-type: none"> <li>• The reasons for its outcome</li> <li>• The role of the Duke of Wellington</li> </ul>		
	What happened at the Battle of Balaclava?	<ul style="list-style-type: none"> <li>• The reasons for its outcome</li> <li>• The Charge of the Light Brigade</li> <li>• The role of Lord Raglan</li> </ul>		
	What happened at the Battle of the Somme?	<ul style="list-style-type: none"> <li>• The Western Front during the First World War</li> </ul>		

		<ul style="list-style-type: none"> <li>• The Battle of the Somme (1916)</li> <li>• The nature of trench warfare and war of attrition</li> <li>• Reasons for the outcome of the Somme</li> <li>• Role of General Haig</li> </ul>		
	<p>What happened During the 2003 Invasion of Iraq?</p>	<ul style="list-style-type: none"> <li>• Reasons for its outcome</li> <li>• The use of high-tech weaponry and surveillance techniques</li> <li>• Guerrilla Fighting Post Saddam</li> </ul>		
	<p>How has the Size &amp; Composition of the British Army Changed 1250-c2010?</p>	<ul style="list-style-type: none"> <li>• 1250-1500 Rise (2:1 Inf-Cav)</li> <li>• 1500-1700 Continuity until Civil War (pref for 2:1 Inf-Cav)</li> <li>• 1700-1850 Slow rise overall (minus Napoleonic Wars) (Inf 80% - Cav 20%)</li> <li>• 1850-1900 Growth (Inf 75% Cav 20% Artil 5%)</li> <li>• 1900- Steady decline (minus World Wars)</li> <li>• 1900 – Composition changes Infantry down, Cav replaced by tanks, artillery</li> </ul>		



		down, specialist troops up)		
Changing Nature of warfare Through Time	How did Strategy & Tactics Change 1250-1500?	<ul style="list-style-type: none"> <li>Limited Warfare</li> <li>Cavalry Attack</li> <li>Infantry Charge</li> <li>Decline of Mounted Knight?</li> <li>Use of Archers</li> </ul>	<ul style="list-style-type: none"> <li>For this unit the historical skills being explicitly developed and targeted are:</li> <li>Knowledge of key features and characteristics of the period. [AO1]</li> <li>Analysis and evaluation of source utility [AO3].</li> <li>Source analysis and use (the ability to frame historical questions) [AO3].</li> <li>Analysis of second order concepts: difference [AO2].</li> <li>Analysis of second order concepts: causation/change [AO2]</li> <li>Analysis and evaluation of second order concepts: causation, consequence, significance, change, continuity, similarity, difference [AO2].</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li><i>(Q1-2 are omitted for this part of the study)</i></li> <li>Q3 - Explain one way in which the ... was similar/different to...</li> <li>Q4 – Explain why... (there was a change over a min of 100 years)</li> <li>Q5/6– ‘Statement’ How far do you agree? Explain your answer.</li> <li>Please note for Q5c on this particular assessment, the conceptual focus will be:</li> <li>Significance and Change</li> <li>Whilst for Q6 on this particular assessment, the conceptual focus will be:</li> <li>Change and Continuity</li> <li>Students are required to answer only one option from Q5 and Q6.</li> </ul>
	How did Strategy & Tactics Change 1500-1700?	<ul style="list-style-type: none"> <li>Limited Warfare</li> <li>Musketeers</li> <li>Pikemen</li> <li>Dragoons</li> <li>Cavalry</li> <li>Siege Warfare</li> </ul>		
	How did Strategy & Tactics Change 1700-1850?	<ul style="list-style-type: none"> <li>Limited Warfare</li> <li>Light Field Artillery</li> <li>Lines, columns and Squares</li> </ul>		
	How did Strategy & Tactics Change 1850-1900?	<ul style="list-style-type: none"> <li>Increased power of defence</li> <li>Modernisation of weapons</li> <li>Steam-powered transport</li> <li>Communication between front line &amp; HQ</li> </ul>		
	How did Strategy & Tactics Change in the World Wars?	<ul style="list-style-type: none"> <li>Growth of a logistics corps and specialised bomb disposal units</li> <li>Increasing use of motor and air transport and aerial support</li> </ul>		
	How did Strategy & Tactics Change Post 1945?	<ul style="list-style-type: none"> <li>The impact of computerised high-tech warfare</li> </ul>		

		<ul style="list-style-type: none"> <li>• Dealing with guerrilla warfare in the twenty-first century.</li> </ul>		
	How did Recruitment & Training Change 1250-1500?	<ul style="list-style-type: none"> <li>• Feudal System</li> <li>• Mercenaries</li> <li>• Assize of Arms</li> </ul>		
	How did Recruitment & Training Change 1500-1700?	<ul style="list-style-type: none"> <li>• Tudor Musters</li> <li>• New Model Army</li> </ul>		
	How did Recruitment & Training Change 1700-1850?	<ul style="list-style-type: none"> <li>• The recruitment and training of combatants</li> </ul>		
	How did Recruitment & Training Change 1850-1900?	<ul style="list-style-type: none"> <li>• Cardwell's army reforms and professionalisation</li> </ul>		
	How did Recruitment & Training Change after 1900?	<ul style="list-style-type: none"> <li>• Haldane's Reforms</li> <li>• Use of Propaganda</li> <li>• Conscription</li> <li>• National Service</li> <li>• Attitudes to Conscientious Objectors</li> </ul>		
	How did Weaponry Change 1250-1500?	<ul style="list-style-type: none"> <li>• Crossbow</li> <li>• Longbow</li> <li>• Development of Cannon</li> </ul>		
	How did Weaponry Change 1500-1700?	<ul style="list-style-type: none"> <li>• Matchlock to Flintlock Muskets</li> <li>• Pistols</li> <li>• Artillery Development</li> <li>• Bayonet</li> </ul>		
	How did Weaponry Change 1700-1850?	<ul style="list-style-type: none"> <li>• Impact on warfare of changes in weaponry</li> <li>• Use of rifles and bullets</li> </ul>		

		<ul style="list-style-type: none"> <li>• Development of field guns and light field artillery</li> </ul>		
	How did Weaponry Change 1850-1900?	<ul style="list-style-type: none"> <li>• The impact on warfare of industrialisation, including steam powered transport and the mass production of weapons</li> </ul>		
	How did Weaponry Change During the World Wars?	<ul style="list-style-type: none"> <li>• Developments in weaponry, transport and surveillance, including machine guns, tanks, chemical and nuclear weapons</li> <li>• Use of radar and aircraft</li> </ul>		
	How did Weaponry Change After 1945?	<ul style="list-style-type: none"> <li>• Nuclear Weapons</li> <li>• Jets</li> <li>• Drones</li> <li>• GPS Missile Delivery Systems</li> </ul>		
The Changing Impact of Warfare Through Time	How were Armies Provisioned 1250-1850?	<ul style="list-style-type: none"> <li>• Supply Depots</li> <li>• Baggage Trains</li> <li>• Purveyance</li> <li>• Royal Armoury</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Knowledge of key features and characteristics of the period. [AO1]</li> <li>• Analysis and evaluation of source utility [AO3].</li> <li>• Source analysis and use (the ability to frame historical questions) [AO3].</li> <li>• Analysis of second order concepts: difference [AO2].</li> <li>• Analysis of second order concepts:</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• <i>(Q1-2 are omitted for this part of the study)</i></li> <li>• Q3 - Explain one way in which the ... was similar/different to...</li> <li>• Q4 – Explain why... (there was a change over a min of 100 years)</li> <li>• Q5/6– ‘Statement’ How far do you</li> </ul>
	How did Provisioning Change After 1850?	<ul style="list-style-type: none"> <li>• War Office</li> <li>• Military Train</li> <li>• Development of Royal Army Service Corps</li> </ul>		
	How did Provisioning Change in the Modern Era?	<ul style="list-style-type: none"> <li>• Requisitioning in WWI &amp; WWII</li> </ul>		

		<ul style="list-style-type: none"> <li>Government Defence Spending</li> </ul>	<p>causation/change [AO2]</p> <ul style="list-style-type: none"> <li>Analysis and evaluation of second order concepts: causation, consequence, significance, change, continuity, similarity, difference [AO2].</li> </ul>	<p>agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>Please note for Q5c on this particular assessment, the conceptual focus will be:</li> <li>Significance and Causation</li> <li>Whilst for Q6 on this particular assessment, the conceptual focus will be:</li> <li>Significance and Consequence</li> <li>Students are required to answer only one option from Q5 and Q6.</li> </ul>
	How did the Impact of War on Civilians Change 1250-1700?	<ul style="list-style-type: none"> <li>Taxation</li> <li>Plunder</li> <li>Requisitioning</li> <li>Recruitment</li> </ul>		
	How did the Impact of War on Civilians Change 1700-1900?	<ul style="list-style-type: none"> <li>The impact on popular attitudes of the growth of newspaper reporting and photography in the nineteenth century, exemplified in the Crimean and Boer Wars</li> </ul>		
	How did the Impact of War on Civilians Change 1900-1945?	<ul style="list-style-type: none"> <li>The Home Front during the First and Second World Wars</li> <li>Government use of censorship and propaganda in wartime</li> </ul>		
	How did the Impact of War on Civilians Change After 1945?	<ul style="list-style-type: none"> <li>Fear of nuclear war post-1945</li> <li>The influence of war reporting in the period on attitudes, including increased concern for casualties</li> </ul>		

London and the Second World War	How did London Prepare for War?	<ul style="list-style-type: none"> <li>• Gas masks</li> <li>• Evacuation</li> <li>• Shelters</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Knowledge of key features and characteristics of the period. [AO1]</li> <li>• Analysis and evaluation of source utility [AO3].</li> <li>• Source analysis and use (the ability to frame historical questions) [AO3].</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</li> <li>• <i>Please note that Q3-6 are omitted from this assessment.</i></li> <li>• Q1 – Describe two key features of ...</li> <li>• Q2a – How useful are Sources A and B for an enquiry into ...? Explain your answer, using Sources A and B and your knowledge of the historical context....</li> <li>• Q2b – How could you follow up Source A to find out more about ...? In your answer, you must give the question you would ask and the type of source you could use.</li> </ul>
	How did the Blitz Begin?	<ul style="list-style-type: none"> <li>• Aims of the Luftwaffe</li> <li>• Black Saturday</li> <li>• Focus on the Docks</li> </ul>		
	How did London Keep Calm and Carry On During the Blitz?	<ul style="list-style-type: none"> <li>• Censorship</li> <li>• Propaganda</li> <li>• Newsreels</li> <li>• Home Intelligence Reports</li> <li>• Work and Spotters</li> </ul>		
	What were the Main Problems Caused by the Blitz?	<ul style="list-style-type: none"> <li>• Different types of bombs used</li> <li>• Balham Tube Disaster</li> <li>• South Hallsville Disaster</li> <li>• Shelter Life</li> <li>• Mickey’s Shelter</li> <li>• Use of Tube Stations</li> </ul>		
	What happened After the Blitz?	<ul style="list-style-type: none"> <li>• The Lull</li> <li>• The Baby Blitz</li> <li>• The Bethnal Green Tube Disaster</li> </ul>		
	How did the V-Rocket Attacks on London Affect the City?	<ul style="list-style-type: none"> <li>• V1 Rockets</li> <li>• V2 Rockets</li> <li>• Attack on Woolwich</li> </ul>		
	How far did the War Change London?	<ul style="list-style-type: none"> <li>• Dance Halls</li> <li>• Theatres</li> <li>• Sports</li> <li>• Shops</li> <li>• Work</li> <li>• Dig for Victory</li> </ul>		

		<ul style="list-style-type: none"><li>• Residence of the Royal Family</li><li>• Cabinet War Rooms</li></ul>		
	Was the Blitz Spirit Reality or Propaganda?	<ul style="list-style-type: none"><li>• Government Use of Propaganda</li><li>• Government Use of Censorship</li></ul>		