Key Stage 4 Curriculum Map History Entry Level

We are currently on: Year 1

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 1	**Knowledge acquired**					
	Crime and Punishment Medieval and Early modern	**Crime and Punishment** Industrial and 20th Century.	**Crime and Punishment** Coursework Practice Mix of knowledge and source based.	**Living Under Nazi Rule 1933-1945** • Dictatorship • Control and Opposition, 1933-39 • Changing lives, 1933-39.	**Living Under Nazi Rule, 1933-1945** • Germany in War • Occupation, including The Holocaust	**Revision and Coursework practice**. Mix of source and knowledge based questions.
	Skills acquired					
	• **PEEL answer structures** • **Knowledge based** • **Understanding and empathy** • **Understanding of historical interpretations** • **Engagement with historical sources** • **Analysis of sources and interpretations**					
	Key Assessments taking place					
	• Baseline at the beginning of each topic. • Regular practice exam questions throughout. Particularly during the last half term of each topic.					
	Autumn Half Term 1	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
Year 2	**Knowledge acquired**					
	The Elizabethans, 1580-1603 • Elizabeth and Government • Catholics • Daily Lives	**The Elizabethans, 1580-1603** • Popular Culture • The Wider World	**Revision of previous topics and Coursework Practice** Mix of Source Based and knowledge questions	**The Making of America 1789-1900** • America's expansion, 1789-1838 • The West, 1839-60	**The Making of America 1789-1900** • Settlement and Conflict on the Plains, 1861-77 • American cultures, 1877-1900	**Revision of previous topics and Coursework** Mix of source and Knowledge Based questions

				• Civil War and Reconstruction, 1861-77		

Skills acquired

- **Understanding of historical interpretations**
- **Engagement with historical sources**
- **Analysis of sources and interpretations**
- **PEEL answer structures**
- **Knowledge based**
- **Understanding and empathy**

Key Assessments taking place

- Baseline at the beginning of each topic.
- Regular practice questions throughout. Particularly during the last half term of each topic.
- Review and peer marking of coursework questions.

Oracy

Oracy is developed throughout History lessons by encouraging students to discuss, explain, debate and justify historical ideas using evidence. Pupils regularly take part in paired discussions, group work and class debates on key historical issues such as crime and punishment, Nazi Germany, Elizabethan England and the development of America.

Students are supported to:

- Use historical vocabulary accurately when speaking.
- Explain and justify opinions using evidence from sources and historical interpretations.
- Structure verbal responses using frameworks such as PEEL (Point, Evidence, Explain, Link).
- Participate in discussions, debates and role-play activities that develop empathy and understanding of different historical perspectives.
- Present findings from source investigations and coursework tasks to their peers.
- Listen actively, question viewpoints and respond respectfully to others' ideas.

These activities help students become confident communicators who can analyse evidence, construct reasoned arguments and articulate informed historical judgements.

Digital Literacy

Digital literacy is developed throughout the History curriculum by enabling students to access, evaluate, analyse and communicate historical information using a range of digital tools and resources. Pupils engage with online historical sources, interpretations and multimedia content while developing their ability to think critically about the reliability and purpose of information.

Students are supported to:

- Research historical events, individuals and interpretations using trusted digital sources.
- Evaluate the reliability, bias and usefulness of online information and historical evidence.
- Compare different digital interpretations of historical events and explain how perspectives can vary.

	• Use digital platforms to access, annotate and analyse historical sources. • Present historical findings using appropriate digital tools, including presentations, documents and collaborative platforms. • Develop safe and responsible online research habits, including understanding plagiarism, copyright and source referencing. • Communicate historical knowledge effectively through digital media and coursework tasks. These activities help students become confident digital learners who can locate, assess and use information critically, while applying digital skills to support historical enquiry, source analysis and evidence-based argument.
	Home Learning Useful home learning in History should reinforce knowledge, develop historical enquiry skills and support examination success. For example: Coursework practice questions, discussing information with family, researching key points.