Key Stage 4 Curriculum Map History

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
Knowledge acquired					
Crime and Punishment Medieval and Early modern	**Crime and Punishment** Industrial and 20th Century.	**Revision of previous topics and exam practice.** Focus on essay questions. Knowledge 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	**History Around Us** Study of an historical site in the local area. Talk about the history of the area and practice exam questions about this.
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.					

Year 2

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 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 Exam Practice** Source Based questions about Elizabethans and Living Under Nazi Rule	**The Making of America 1789-1900** • America's expansion, 1789-1838 • The West, 1839-60 • Civil War and Reconstruction, 1861-77	**The Making of America 1789-1900** • Settlement and Conflict on the Plains, 1861-77 • American cultures, 1877-1900	**Revision of previous topics and Exam Practice** Knowledge Based questions from Making of America and Crime and Punishment
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 exam questions throughout. Particularly during the last half term of each topic.
	Oracy Oracy is a key part of GCSE History, helping students develop the ability to communicate historical knowledge, analyse evidence and construct well-supported arguments. Throughout the course, students are encouraged to speak confidently and use subject-specific vocabulary when discussing historical events, individuals and interpretations. Students develop oracy through: • Structured classroom discussions exploring historical events, causes and consequences. • Debates on contested issues such as the effectiveness of Elizabeth I's government, the impact of the British Empire, or responsibility for developments in Crime and Punishment. • Justifying interpretations using evidence from historical sources and wider contextual knowledge. • Using PEEL structures to organise verbal responses and explain historical judgements clearly. • Collaborative analysis of sources, where students discuss reliability, usefulness and provenance. • Asking and responding to challenging historical questions, building confidence in reasoning and argument. • Role-play and empathy activities that encourage students to consider the perspectives of people living in different historical periods. • Peer assessment and feedback discussions, enabling students to reflect on and improve historical explanations. These opportunities help students become confident speakers who can articulate historical arguments, challenge viewpoints respectfully, evaluate evidence critically and communicate informed judgements, all of which support success in GCSE examination questions and coursework tasks.
	Digital Literacy Digital literacy is embedded throughout GCSE History, enabling students to become effective researchers, critical consumers of information and confident users of digital technology. Students engage with a wide range of online historical sources, interpretations and digital learning platforms while developing the skills needed to evaluate information critically. Students develop digital literacy through: • Researching historical events, individuals and themes using reputable websites, archives and academic sources. • Evaluating the reliability, accuracy and bias of online sources, interpretations and historical accounts. • Comparing different digital interpretations of historical events and explaining why viewpoints differ. • Accessing and analysing digitised primary and secondary sources, including photographs, government records, newspapers and propaganda materials. • Using online learning platforms, quizzes and revision tools to reinforce knowledge and monitor progress. • Creating presentations, revision materials and coursework responses using digital technologies. • Developing effective search techniques to locate relevant and trustworthy historical information. • Understanding the importance of referencing sources, avoiding plagiarism and respecting copyright. • Communicating historical arguments and findings through a range of digital formats.

	These opportunities help students become discerning users of digital information who can research effectively, evaluate evidence critically and use technology confidently to support historical enquiry, revision and examination success.
	Home Learning Home learning should focus on reinforcing knowledge and preparing for exams through: • Revision of key dates, events, people and vocabulary. • Retrieval practice using quizzes and flashcards. • Reading or watching historical content linked to current topics. • Practising source-analysis and exam-style questions. • Creating revision resources such as timelines and mind maps. • Independent research using reliable online sources. These activities build historical knowledge, analytical skills and examination confidence.