

The Grange Academy History curriculum map

Intent

Our History curriculum is structured through a chronological sequence of history from the fifth century to the mid-twentieth. We teach history in chronological order so that conceptual understanding emerges organically. This is underpinned by our vision of depth through breadth, where a panoptic view of history allows pupils to draw connections and identify disparities across time. Our intention is for pupils to engage in a rigorous study of history as a discipline through challenging reading, subject-specific terminology, and cumulative assessment. Sources are considered only when students have acquired the appropriate contextual lens through which the source should be analysed. Each year, pupils have three periods of History a week and the curriculum allows for regular opportunities to review and consolidate prior learning; indeed, the cumulative nature of the curriculum means that pupils must be able to recall knowledge to which they have previously been introduced in order properly to access new content. We expect our students to be knowledgeable about the people, places, dates and events that they have studied and to be able to draw on this knowledge to articulate a clear and coherent understanding of the study of the past.

Implementation

	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
Year 7	<ul style="list-style-type: none"> Retreat of the Romans Anglo-Saxon England The Islamic Golden Age 	<ul style="list-style-type: none"> Conquests of the Eleventh Century Norman England 	<ul style="list-style-type: none"> England in the Twelfth Century The Crusades 	<ul style="list-style-type: none"> Magna Carta The Development of Parliament 	<ul style="list-style-type: none"> Kingship and Conflict in the Fourteenth Century, including the Hundred Years' War 	<ul style="list-style-type: none"> Lancastrian England and the Wars of the Roses
Year 8	<ul style="list-style-type: none"> Early Tudor Politics the Renaissance the Reformation 	<ul style="list-style-type: none"> The English Reformation and the Mid-Tudor Period 	<ul style="list-style-type: none"> The Reign of Elizabeth I Elizabethan Exploration The Early Stuarts 	<ul style="list-style-type: none"> The English Civil War Commonwealth, Protectorate England in the Atlantic World 	<ul style="list-style-type: none"> The Restoration The Glorious Revolution 	<ul style="list-style-type: none"> The Commercial Revolution Politics in the Eighteenth Century
Year 9	<ul style="list-style-type: none"> Early 	<ul style="list-style-type: none"> The English 	<ul style="list-style-type: none"> The Reign of 	<ul style="list-style-type: none"> The English Civil 	<ul style="list-style-type: none"> The 	<ul style="list-style-type: none"> The

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Year 9	<p>Tudor Politics</p> <ul style="list-style-type: none"> the Renaissance the Reformation 	<p>Reformation and the Mid-Tudor Period</p>	<p>Elizabeth I</p> <ul style="list-style-type: none"> Elizabethan Exploration The Early Stuarts 	<p>War</p> <ul style="list-style-type: none"> Commonwealth, Protectorate England in the Atlantic World 	<p>Restoration</p> <ul style="list-style-type: none"> The Glorious Revolution 	<p>Commercial Revolution</p> <ul style="list-style-type: none"> Politics in the Eighteenth Century
Year 10	<p>Norman England 1066 – 1100</p> <p>the arrival of the Normans and the establishment of their rule. Study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints.</p>	<p>Norman England 1066 – 1100</p> <p>the arrival of the Normans and the establishment of their rule. Study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints.</p>	<p>Power and the people 1170-present day</p> <p>Students gain an understanding of the development of the relationship between the citizen and the state in Britain</p>	<p>Power and the people 1170-present day</p> <p>Students gain an understanding of the development of the relationship between the citizen and the state in Britain</p>	<p>The First World War 1894-1918</p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion</p>	<p>The First World War 1894-1918</p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion</p>
Year 11	<p>History Around Us – Local History study of St Albans.</p> <p>The unit allows students to find a connection</p>	<p>Making of America 1789-1900</p> <p>Study the construction of American identity and the battles over what this was to mean. The</p>	<p>Making of America 1789-1900</p> <p>Study the construction of American identity and the battles over what this was to mean. The unit allows</p>	<p>Review of GCSE content</p>	<p>Review of GCSE content</p>	<p>Review of GCSE content</p>

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	<p>with people's lives in the past. The focus is on the strengths and weaknesses of the physical remains of the site as well as how the site fits into the wider context</p>	<p>unit allows students to develop a sense of the unfolding narrative of American history and to see how big issues such as race relations play out over time</p>	<p>students to develop a sense of the unfolding narrative of American history and to see how big issues such as race relations play out over time</p>			
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