

Curriculum Assessment Map

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Year 10					
½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
Unit					
<p>1</p> <p>America, 1920–1973: Opportunity and inequality</p>	<p>Part one: American people and the 'Boom'</p> <ul style="list-style-type: none"> The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom. Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers. Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of 	<p>Sources</p> <p>Evidence</p> <p>Chronology</p> <p>Bias</p> <p>Continuity and change</p> <p>Cause and effect</p> <p>Significance</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> How do interpretations differ about...? Why might the interpretations differ about...? Which interpretation is the most convincing about...? Describe... In what ways were... affected by...? Which of the following was most important/had a greater impact/ was most responsible for...? 	<p>History Brief: Mass Production and Advertising in the 1920s</p> <p>Prohibition</p> <p>Stocks shares during the 1920s</p> <p>The Century America's Time 1920-1929 Boom To Bust</p> <p>The Trial of Sacco and Vanzetti and fear of Immigrants</p> <p>Who were the KKK and what did they do</p>

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	<p>immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.</p>				
<p>2</p>	<p>Part two: Bust – Americans' experiences of the Depression and New Deal</p> <ul style="list-style-type: none"> American society during the Depression: unemployment; farmers; businessmen; Hoover’s responses and unpopularity; Roosevelt's election as president. The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's 	<p>Sources Evidence Chronology Bias Continuity and change Cause and effect Significance</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - How do interpretations differ about...? - Why might the interpretations differ about...? - Which interpretation is the most convincing about...? - Describe... - In what ways were... affected by...? - Which of the following was most important/had a greater impact/ was most responsible for...? 	<p>1929 Wall Street Stock Market Crash</p> <p>History Brief The New Deal</p> <p>The Great Depression, 1929-1933</p>

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	<p>contribution as president; popular culture.</p> <ul style="list-style-type: none"> The impact of the Second World War: America’s economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women 				<p>Impact of World War II on the U.S. Economy and Workforce</p>
<p>3</p>	<p>Part three: Post-war America</p> <ul style="list-style-type: none"> Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television. Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; 	<p>Sources Evidence Chronology Bias Continuity and change Cause and effect Significance</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - How do interpretations differ about...? - Why might the interpretations differ about...? - Which interpretation is the most convincing about...? - Describe... - In what ways were... affected by...? - Which of the following was most 	<p>Daily Life and Popular Culture in the 1950s</p> <p>How we endured the McCarthy purges in US</p> <p>Civil Rights in the 1950's</p>

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	<p>Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.</p> <ul style="list-style-type: none">America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.			important/had a greater impact/ was most responsible for...?	<p>The role of Martin Luther King</p> <p>Malcolm X</p> <p>Black Power</p> <p>What Were LBJ's Great Society Programs</p> <p>Feminist movements in the 1960s and early 1970s</p>
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½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
<p>Conflict and tension: the First World War, 1894–1918</p> <p>1</p>	<p>Part one: The causes of the First World War</p> <p>The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.</p> <p>Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.</p> <p>Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the</p>	<p>Sources</p> <p>Evidence</p> <p>Chronology</p> <p>Bias</p> <p>Continuity and change</p> <p>Cause and effect</p> <p>Significance</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - Source A gives ... viewpoint on ... How do you know? - How useful are sources B & C to a historian studying...? - Write an account of.... - How far do you agree with the statement? 	<p>Major Treaties & Alliances in the Build Up to World War One</p> <p>The Moroccan Crises</p> <p>The Bosnian Crisis 1908</p> <p>Did Kaiser Wilhelm Start World War 1</p> <p>Anglo German Naval Race</p> <p>The Assassination of Archduke Franz Ferdinand</p>

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	escalation of the conflict.				
2	<p>Part two: The First World War: stalemate</p> <ul style="list-style-type: none"> • The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate. • The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles. • The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys. 	<p>Evidence Continuity and change Cause and effect Empathy Contestability Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - Source A gives ... viewpoint on ... How do you know? - How useful are sources B & C to a historian studying...? - Write an account of.... - How far do you agree with the statement? 	<p>The Schlieffen Plan</p> <p>Stalemate in WWI the trenches</p> <p>Which new weapons were used in the war</p> <p>The Main Battles of The First World War</p> <p>Why Were the Gallipoli Landings so Disastrous</p> <p>The War at Sea</p>

3	<p>Part three: Ending the war</p> <ul style="list-style-type: none"> Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war. Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days. Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig 	<p>Evidence Continuity and change Cause and effect Empathy Contestability Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> Source A gives ... viewpoint on ... How do you know? How useful are sources B & C to a historian studying...? Write an account of.... How far do you agree with the statement? 	<p>WW1 The Zimmermann Telegram and US entry</p> <p>Treaty of Brest-Litovsk signed between Russia and the Central Powers</p> <p>Germany's Spring Offensive 1918</p> <p>WWI The Hundred Days Offensive</p> <p>How did World War One end and what happened next</p>
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	and Foch to Germany's defeat.				
Year 11					
½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
TOPIC					
1 Migration, empires and the people: c790 to the present day	<p>Part one: Conquered and conquerors</p> <ul style="list-style-type: none"> ● Invasion: Vikings and Anglo-Saxons; reasons for Viking invasions; creation of the Danelaw; Alfred and Wessex; King Cnut, Emma of Normandy and the North Sea Empire. ● A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John. ● The birth of English identity: the Hundred Years' War and its impact for England's 	<p>Evidence Continuity and change Cause and effect Empathy Contestability Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - Source A gives ... viewpoint on ... How do you know? - How useful are sources B & C to a historian studying...? - Write an account of.... - How far do you agree with the statement? 	<p>Life in Anglo Saxon Britain The Story of Britain BBC Teach</p> <p>Viking invaders and settlers History - The Vikings</p> <p>Alfred the Great</p> <p>King Cnut and the North Sea Empire</p> <p>1066: The Battle of Hastings -The Norman Conquest</p> <p>The Angevin Empire</p> <p>The Hundred Years' War. 1337-1453</p>

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	<p>future development.</p>				
<p>2</p>	<p>Part two: Looking west</p> <ul style="list-style-type: none"> • Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain. • Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous peoples; commodities; Pilgrim Fathers; 	<p>Evidence Continuity and change Cause and effect Empathy Contestability Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - Source A gives ... viewpoint on ... How do you know? - How useful are sources B & C to a historian studying...? - Write an account of.... - How far do you agree with the statement? 	<p>Privateers - Francis Drake, John Hawkins and Walter Raleigh</p> <p>The Barbados Slave Code</p> <p>Summary of migration between Britain and the Americas</p>

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	<p>indentured servants; the War of Independence, loss of American colonies.</p> <ul style="list-style-type: none"> Migrants to and from Britain: Huguenot migration; Highland clearances; the Ulster plantations. 				<p>The legacy of the Huguenots in London – BBC London News</p>
<p>3</p>	<p>Part three: Expansion and empire</p> <ul style="list-style-type: none"> Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic impact of empire on Britain and India. Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899–1902); imperial propaganda. 	<p>Evidence Continuity and change Cause and effect Significance</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> Source A gives ... viewpoint on ... How do you know? How useful are sources B & C to a historian studying...? Write an account of.... How far do you agree with the statement? 	<p>The East India Company</p> <p>How did the British gain control of India?</p> <p>Indian Mutiny - Timelines.tv History of Britain</p> <p>Was the British empire a force for good?</p> <p>BBC Empire - Episode 5</p> <p>The Scramble for Africa - Timelines.tv</p>

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	<ul style="list-style-type: none"> Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings. 				<p>BBC bitesize migration 6 Irish migration</p> <p>BBC bitesize migration 7 Jews migration</p>
<p>4</p>	<p>Part four: Britain in the 20th century</p> <ul style="list-style-type: none"> The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta. The legacy of Empire: 'Windrush' and the Caribbean migrants; the work of Claudia Jones in the UK; migration from Asia and Africa, including the role of Amin in Uganda; the 	<p>Sources Evidence Significance Perspectives Empathy Bias Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> Source A gives ... viewpoint on ... How do you know? How useful are sources B & C to a historian studying...? Write an account of.... How far do you agree with the statement? 	<p>WWI - The Aftermath</p> <p>Gandhi and India's Independence History - Andrew Marr's History of the World</p> <p>African nationalism - Kwame Nkrumah and Jomo Kenyatta</p> <p>From the Carribean to Britain - a journey on the Empire Windrush - BBC World Service podcast</p> <p>Racism and its opponents in Britain- Claudia Jones</p>

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Commonwealth; the Falklands War.

- Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of the European Union; European and non-European migration.

[What is the Commonwealth?](#)

[The UK and the European Union](#)

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<p>Elizabethan England, c1568–1603</p>	<p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's 	<p>Sources Evidence Significance Perspectives Empathy Bias Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - How convincing is interpretation A about...? - Explain the importance of... - Write an account.... 	<p>Queen Elizabeth I and government</p> <p>Elizabeth and the succession crisis</p> <p>Essex Rebellion - Causes and Consequences</p>

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	rebellion in 1601.				
	<p>Part two: Life in Elizabethan times</p> <ul style="list-style-type: none"> • A ‘Golden Age’: living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. • The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. • English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. 	<p>Sources Evidence Significance Perspectives Empathy Bias Investigation</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - How convincing is interpretation A about...? - Explain the importance of... - Write an account.... 	<p>Elizabethan England (1568-1603) - The Golden Age</p> <p>Shakespeare's Theatre i.am.Will Shakespeare BBC Teach</p> <p>What was life like for the poor in the towns of Elizabethan England</p> <p>Explorers - Francis Drake, John Hawkins and Walter Raleigh</p>
	<p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> • Religious matters: the 	<p>Sources Evidence Significance Perspectives</p>	<p>End of topic knowledge-based assessment</p>	<ul style="list-style-type: none"> - How convincing is interpretation A about...? - Explain the 	

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	Part four: The historic environment of Elizabethan England	Sources Evidence Significance Perspectives Empathy Bias Investigation	End of topic knowledge-based assessment	- How far does the study of (chosen historical environment) support the given statement?	
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