

Pyrland School Curriculum Map – KS3

Year 7: Did the World Stand Still in the Middle Ages? (1000-1450)

<p align="center">Autumn 1:</p> <p>What can water and waste tell us about who we are? <i>Change and Continuity/Chronology</i></p>	<p align="center">Autumn 2:</p> <p>What really happened in 1066? <i>Using Evidence</i></p> <p>What did the English think of the Normans? <i>Using Evidence</i></p>	<p align="center">Spring 1:</p> <p>Is it time to return the Benin Bronzes? <i>Interpretations</i></p> <p>Was King John really the worst King ever? <i>Interpretations</i></p>	<p align="center">Spring 2:</p> <p>Were Medieval monarchs omnipotent? <i>Similarity and Difference</i></p> <p>How did the Worlds of God and Allah compare? <i>Similarity and Difference</i></p>	<p align="center">Summer 1:</p> <p>Why were the Peasants revolting? <i>Causation & Consequence</i></p> <p>Why did people go on Holy Wars? <i>Cause and Consequence</i></p>	<p align="center">Summer 2:</p> <p>Review: Did the World stand still? <i>Chronology/Change and Continuity</i></p>
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Year 8: Did the world transform in the Early Modern Period? (1450-1899)

<p align="center">Autumn 1:</p> <p>Why did Henry really break from Rome? <i>(Interpretations)</i></p>	<p align="center">Autumn 2:</p> <p>Why did the people go to war with their King? <i>(Using evidence)</i></p> <p>Was the world really turned upside down? <i>(Using Evidence)</i></p>	<p align="center">Spring 1:</p> <p>Restoration London</p>	<p align="center">Spring 2:</p> <p>Industrial Revolution</p>	<p align="center">Summer 1:</p> <p>The Vote</p>	<p align="center">Summer 2:</p> <p>British Empire</p>
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Year 9: Was the 20th century the age of extremes?

<p align="center">Autumn 1:</p> <p>What lay behind 16 million deaths? <i>Causation & Consequence</i></p>	<p align="center">Autumn 2:</p> <p>What was it really like on the Western Front? <i>Using evidence</i></p>	<p align="center">Spring 1:</p> <p>Why did Europe turn to dictators? <i>Similarity and Difference</i></p> <p>What's it like to live in a totalitarian country? <i>Similarity and difference</i></p>	<p align="center">Spring 2:</p> <p>Should Britain have stopped Hitler? <i>Interpretations</i></p> <p>Was the Holocaust planned from the start? <i>Interpretations</i></p>	<p align="center">Summer 1:</p> <p>How did Mao transform China? <i>Using evidence</i></p>	<p align="center">Summer 2:</p> <p>Was the 1960s a social revolution? <i>Significance</i></p> <p>Review: Was the 20th Century the age of Extremes?</p>
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Disciplinary Concepts

Cause and Consequence	Change and Continuity	Evidence	Interpretations	Significance	Similarity and Difference
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Pyrland School Curriculum Map – KS4

Year 10: Germany – Democracy and Dictatorship 1890-1945 & Conflict and Tension in Asia 1950-1975

Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer Term:
Part 1: Germany and the growth of Democracy	Part 2: Germany and the Depression Part 3: The Experiences of Germans under the Nazis	Part 1: Conflict in Korea Part 2: Escalation of Conflict in Vietnam	Part 3: The Ending of the Vietnam War	Power and the People: Part 1 – Challenging Authority and Feudalism

Year 11: Power and the People 1170-Present &

Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Part 2: Challenging Royal Authority Part 3: Reform and Reformers	Part 4: Equality Rights Norman England: Part1: Conquest and Control	Part 2: Life under the Normans Part 3: The Norman Church and Monasticism	Part 4: The Historic Environment	<i>Revision</i>	<i>Exam</i>

AQA Assessment Objectives

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

