

















# 2024-25 CURRICULUM MAP FOR HISTORY

## KS4

<p>TOPIC 1: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day</p> <p><u>1. What have been the main developments in sport over time?</u></p> <ul style="list-style-type: none"> <li>- Sports for ordinary people in medieval &amp; early modern eras</li> <li>- Sports for upper classes: medieval jousts, tournaments, hunting</li> <li>- The growth of spectator sport &amp; professionalism in 19/20<sup>th</sup> c</li> <li>- The influence of sponsorship &amp; media on sport since 1950s</li> <li>- Sports participation &amp; recreation in the later 20<sup>th</sup> century</li> </ul>		<ul style="list-style-type: none"> <li>• For each key question, students will be given opportunities to read contemporary sources and interpretations.</li> <li>• Students will be reading chapters from the Eduqas textbook on this topic</li> <li>• Newspaper articles from throughout the period</li> </ul>
<p><u>2. How have holiday patterns and travel changed over time?</u></p> <ul style="list-style-type: none"> <li>- Feast / holy days in medieval &amp; early modern eras</li> <li>- The Grand Tour in the 18<sup>th</sup> century</li> <li>- Railways after the 1840s &amp; their impact on seaside towns</li> <li>- Bank Holiday Act of 1871, holiday pay</li> <li>- Holiday opportunities in the 20<sup>th</sup> century: holiday camps, national parks &amp; day trips / package holidays, air travel</li> <li>- Impact of British holiday resorts by the end of 20<sup>th</sup> century</li> </ul> <p><u>3. How was society affected by developments in theatre, stage and screen over time?</u></p> <ul style="list-style-type: none"> <li>- Viking and Saxon sagas / Medieval mystery plays and mummers</li> <li>- The popularity of Elizabethan theatre</li> <li>- Music halls &amp; glee clubs of the Victorian age</li> <li>- The impact of cinema (1920s &amp; 1930s) / television from the 1950s</li> <li>- Entertainment technology in the later 20<sup>th</sup> century</li> </ul>		<ol style="list-style-type: none"> <li>1. Use Sources A, B and C to identify one similarity and one difference in forms of sport over time.</li> <li>2. Which of the two sources is the more reliable to an historian studying holidays during the Medieval era?</li> <li>3. Describe the impact of the cinema on popular entertainment in the 1920s and 1930s.</li> <li>4. Explain why rock and roll music became popular in the 1950s and 1960s.</li> </ol>
<p><u>4. How have musical tastes and dance patterns changed over time?</u></p> <ul style="list-style-type: none"> <li>- Traditional and religious music of the medieval era</li> <li>- Courtly entertainment in the medieval &amp; Tudor periods</li> <li>- Orchestral &amp; classical music in the 18<sup>th</sup> century</li> <li>- The growth of choirs &amp; brass bands in the 19<sup>th</sup> century</li> <li>- The impact of the radio as entertainment after the 1920s</li> <li>- Popular music in the 20<sup>th</sup> century: jazz, rock n' roll, pop</li> <li>- Changes in listening to music in the 20<sup>th</sup> century: live performance, record players, transistor radios, digital music players</li> </ul>		<ol style="list-style-type: none"> <li>1. Read out the opening statements for sequence 3 tasks.</li> <li>2. Present information on a sports case study including the rules &amp; regulations of chosen sport</li> <li>3. Class debate – which was the most revolutionary genre of music?</li> </ol> <p>English – Victorian lifestyles English - Using previous knowledge from English on William Shakespeare) P.E. – researching the rules of a chosen sport</p>
<p><u>5. How have changing patterns in entertainment affected the lives of children over time?</u></p> <ul style="list-style-type: none"> <li>- Children's games &amp; toys in the medieval era/ 16<sup>th</sup> &amp; 17<sup>th</sup> centuries</li> <li>- Games, toys &amp; comics in Victorian time/ early 20<sup>th</sup> century</li> <li>- Radio &amp; television programmes aimed at children</li> <li>- Computer generated games in the late 20<sup>th</sup> century</li> <li>- The decline of playing outdoors in the 21<sup>st</sup> century</li> </ul> <p><u>6. Why have blood sports and other forms of cruelty been seen as entertainment over time?</u></p> <ul style="list-style-type: none"> <li>- Medieval hunting as sport / Punishments &amp; public executions as</li> <li>- Bull-baiting and cockfighting in the 16<sup>th</sup> &amp; 17<sup>th</sup> centuries</li> <li>- Bare- knuckle fighting in the 18<sup>th</sup> &amp; 19<sup>th</sup> centuries</li> <li>- Rules &amp; regulations into sport from the late 19<sup>th</sup> century</li> <li>- Debate over the legality of fox hunting from the 1960s</li> <li>- Animal rights and welfare groups in the 21<sup>st</sup> century</li> </ul>		<ul style="list-style-type: none"> <li>• For each key question, students will be given opportunities to read contemporary sources and interpretations.</li> <li>• Students will be reading chapters from the Eduqas textbook on this topic</li> <li>• Newspaper articles from throughout the period</li> </ul>
<p><u>7. Historical site – Alexander Palace</u></p> <ul style="list-style-type: none"> <li>- The evolution of Alexander Palace in the 19<sup>th</sup> century</li> <li>- The Empire Stadium for the British Empire Exhibition 1924</li> <li>- Access &amp; transport links/ Design &amp; construction</li> <li>- The development of the Palace in the 1950s &amp; 1960</li> </ul>		<ol style="list-style-type: none"> <li>5. Outline how children's entertainment has changed from c.500 to the present day?</li> <li>6. Explain why fox hunting was banned in 2004.</li> <li>7. Describe two events associated with Alexander Palace in the twentieth century.</li> <li>8. Explain the significance of Wembley stadium as a venue for sports and entertainment in the twentieth century.</li> </ol>
		<ol style="list-style-type: none"> <li>1. Read out the opening statements for sequence 3 tasks.</li> <li>2. Class debate – the most significant Wembley event, research &amp; present</li> <li>3. Present information on a children's toy researched from a chosen era</li> </ol>

		R.S. – Crime and Punishment
<p>TOPIC 2: THE ELIZABETHAN AGE, 1558-1603</p> <p><u>1. How successful was the government of Elizabeth I?</u></p> <ul style="list-style-type: none"> <li>- The coronation and popularity of Elizabeth</li> <li>- Royal Court, Privy Council and councillors</li> <li>- Local government</li> <li>- The role of Parliament</li> <li>- Taxation and freedom of speech</li> </ul> <p><u>2. How did life differ for the rich and poor in Elizabethan times?</u></p> <ul style="list-style-type: none"> <li>- Contrasting lifestyles of rich and poor</li> <li>- Homes and fashion</li> <li>- Causes of poverty</li> <li>- Issue of unemployment and vagrancy</li> <li>- Government legislation including the 1601 Poor Law</li> </ul> <p><u>3. What were the most popular types of entertainment in Elizabethan times?</u></p> <ul style="list-style-type: none"> <li>- The importance of popular entertainment</li> <li>- Cruel sports</li> <li>- Entertainment enjoyed by the rich</li> <li>- The Elizabethan theatre; design, plays; attitudes towards the theatre</li> </ul> <p><u>4. How successfully did Elizabeth deal with the problem of religion?</u></p> <ul style="list-style-type: none"> <li>- Religious problems in 1559</li> <li>- Aims of the Religious Settlement</li> <li>- The 'Middle Way', Acts of Supremacy and Uniformity</li> <li>- Reactions to the Settlement</li> </ul>		<ul style="list-style-type: none"> <li>• For each key question, students will be given opportunities to read contemporary sources and interpretations.</li> <li>• Students will be reading chapters from the Hodder/Eduqas textbook on this topic</li> </ul>
		<p>1. Why was the government of Elizabeth I successful?</p> <p>2. Explain the connections between two of the following.</p> <ul style="list-style-type: none"> <li>• Houses of Correction</li> <li>• Overseer of the Poor</li> <li>• The Poor Rate</li> <li>• Vagrants</li> </ul> <p>3. Using sources A and B describe cruel sports during the Elizabethan era.</p> <p>4. How far do you agree with the interpretation about how successfully Elizabeth dealt with the problem of religion?</p>
		<p>1. Read out the opening statements for sequence 3 tasks.</p> <p>2. Present mind mapping to class &amp; explain logic &amp; sequencing</p>
		English – Macbeth R.S. – Religion and religious practice
		For each key question, students will be given opportunities to read contemporary sources and interpretations.
<p><u>5. Why were the Catholics such a serious threat to Elizabeth?</u></p> <ul style="list-style-type: none"> <li>- Early toleration of Catholics</li> <li>- Excommunication in 1570</li> <li>- Recusancy</li> <li>- Rebellion of Northern Earls</li> <li>- Catholic Plots; Ridolfi, Throckmorton, Babington</li> <li>- Role of Mary, Queen of Scots</li> </ul> <p><u>6. How much of a threat was the Spanish Armada?</u></p> <ul style="list-style-type: none"> <li>- Reasons for the Armada</li> <li>- The war in the Netherlands</li> <li>- The course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain</li> <li>- Results of the Armada</li> </ul> <p><u>7. Why did the Puritans become an increasing threat during Elizabeth's reign?</u></p>		<p>5. To what extent does this source accurately reflect the seriousness of the Catholic threat to Elizabeth?</p> <p>6. Why did England win the Armada?</p> <p>7. Explain the connections between two of the following that are to do with the Puritan threat:</p> <ul style="list-style-type: none"> <li>• Puritans</li> <li>• Separatists</li> <li>• Presbyterians</li> <li>• Robert Browne</li> </ul>

<ul style="list-style-type: none"> <li>- Puritanism</li> <li>- Challenge to the Settlement</li> <li>- Puritan opposition in Parliament and Privy Council</li> <li>- Measures taken to deal with the Puritan challenge</li> </ul>		<ol style="list-style-type: none"> <li>1. Read out the opening statements for sequence 3 tasks.</li> <li>2. Present mind mapping to class &amp; explain logic &amp; sequencing</li> </ol>
		<p>English - Macbeth</p>
<p>TOPIC 4: THE DEVELOPMENT OF GERMANY,</p> <p><u>1. How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?</u></p> <ul style="list-style-type: none"> <li>- The impact of war and impact of the Treaty of Versailles</li> <li>- Opposition to the government</li> <li>- Economic and political reform under Stresemann</li> <li>- Improved foreign relations</li> </ul> <p><u>2. How did the Nazis take total control of Germany by 1934?</u></p> <ul style="list-style-type: none"> <li>- Reasons for Nazi support</li> <li>- Hitler as Chancellor</li> <li>- Steps to dictatorship</li> <li>- The creation of the police state</li> </ul> <p><u>3. How were the lives of the German people affected by Nazi rule between 1933 and 1939?</u></p> <ul style="list-style-type: none"> <li>- Economic control</li> <li>- Control of workers</li> <li>- The treatment of women; children and education</li> <li>- The treatment of Jews up to 1939</li> </ul> <p><u>4. Why did life change for the German people during the Second World War?</u></p> <ul style="list-style-type: none"> <li>- Changing conditions on the Home Front</li> <li>- Opposition to the Nazis</li> <li>- The treatment of Jews</li> <li>- The impact of defeat</li> </ul>		<ul style="list-style-type: none"> <li>• For each key question, students will be given opportunities to read contemporary sources and interpretations.</li> <li>• Students will be reading chapters from the Eduqas textbook on this topic</li> </ul>
		<ol style="list-style-type: none"> <li>1. Describe the work of Gustav Stresemann between 1924 and 1929.</li> <li>2. How important was the Reichstag Fire of 1933 in Hitler's consolidation of power between 1933 and 1934?</li> <li>3. How far did the lives of Jews change in Germany between 1933 and 1939?</li> <li>4. During the Second World War, some groups of people opposed the Nazis. Three of these groups were: (1) The Army (2) Children (3) The Church Arrange these events in order of significance in terms of which opposition group was the biggest threat to Hitler and the Nazis.</li> </ol>
		<ol style="list-style-type: none"> <li>1. Read out the opening statements for sequence 3 tasks.</li> <li>2. Present mind mapping to class &amp; explain logic &amp; sequencing</li> </ol>
<p><u>5. Why were conditions in West and East Germany different after 1949?</u></p> <ul style="list-style-type: none"> <li>- The division of Germany</li> <li>- Economic recovery in the West</li> <li>- Control and repression in the East</li> <li>- The separation of Germany by 1961</li> </ul>		<p>For each key question, students will be given opportunities to read contemporary sources and interpretations.</p>
<p><u>6. How did relations between the two Germanies change between 1949 and 1991?</u></p> <ul style="list-style-type: none"> <li>- The emergence of the two Germanies</li> <li>- The Berlin Blockade and Airlift</li> <li>- The significance of the Berlin Wall</li> <li>- Military alliances</li> <li>- Brandt and Ostpolitik</li> </ul> <p><u>7. What factors led to the reunification of Germany in 1990?</u></p> <ul style="list-style-type: none"> <li>- The collapse of communism in Eastern Europe</li> <li>- The role of Helmut Kohl</li> <li>- The end of the Cold War</li> </ul>		<ol style="list-style-type: none"> <li>5. Explain why life in East and West Germany was so different after 1945.</li> <li>6. How important was the Berlin Blockade and Berlin Airlift in relation to the Cold War?</li> <li>7. Describe the events surrounding the reunification of Germany.</li> </ol>
		<ol style="list-style-type: none"> <li>1. Read out the opening statements for sequence 3 tasks.</li> <li>2. Present mind mapping to class &amp; explain logic &amp; sequencing</li> </ol>

### TOPIC 3: THE USA: A NATION OF CONTRASTS, 1929 - 2000

#### 1 Why did immigration become such a major issue in American society?

- The Open Door
- Demands for restriction
- Government legislation
- Xenophobia; anarchists – the Red Scare; Palmer Raids
- Sacco and Vanzetti case

#### 2. Was America a country of religious and racial intolerance during this period?

- Religious fundamentalism – the Bible Belt
- The Monkey Trial
- Treatment of Native Americans
- Segregation, Jim Crow, KKK
- Black reaction, migration, NAACP, UNIA

#### 3. Was the 1920s a decade of organised crime and corruption?

- Reasons for, life under and enforcement of prohibition
- Organised crime – Al Capone, St Valentine's Day Massacre
- Corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal

#### 4. What were the causes of the economic boom experienced in the 1920s?

- America's economic position in 1910 - assets and natural resources
- Economic impact of the First World War
- Hire purchase
- Electrification
- Mass production
- Laissez faire
- Individualism and protectionism

- For each key question, students will be given opportunities to read contemporary sources and interpretations.
- Students will be reading chapters from the Eduqas textbook on this topic
- Contemporary newspaper covering the Wall Street Crash

1. Use Source A and your own knowledge to describe the Sacco and Vanzetti case.
2. Do the interpretations support the view that black Americans were treated badly in the USA during the 1940s?
3. What was the purpose of Source B?
4. Which of the sources is more useful to an historian studying the causes of American economic depression after 1929?

4. Read out the opening statements for sequence 3 tasks.
5. Present information on ways that black Americans fought back: NAACP
6. Share mind mapping logic & sequencing

1. Read out the opening statements for sequence 3 tasks.
2. Present information on ways that black Americans fought back in the: NAACP
3. Share mind mapping logic & sequencing