



Maple Haven School

History curriculum map for Years 7 to 13

Pathway 5-7

Scope and source status

Stage	Basis and intended use
Years 7-9	Topic sequencing with suggested accessible enquiry and classroom evidence.
Years 10-11	Maples GCSE-focused topic sequence. Choose qualification teaching or adapted enrichment according to learner readiness.
Years 12-13	Proposed community and heritage enrichment. This is not an A-level or accredited qualification scheme.

Programme intent

Learners will build a sense of the past, ask historical questions, use evidence and explain how lives and societies have changed. They will encounter British and wider-world history, develop historical vocabulary and communicate conclusions through increasingly independent work.

Year 7 Foundations and medieval worlds

a visible chronology and revisit vocabulary in each block.

Half term	Topic	Suggested learning	Assessment evidence
Autumn 1	Historical skills	Create a personal timeline, then place a familiar event on a class timeline. Sort photographs and later accounts; explain what each can tell us.	Sequence three events and make one evidence-based observation.
Autumn 2	Medieval England	Use maps, objects and a visual story to explore how a ruler could establish authority. Build a model settlement and discuss choices using evidence.	Explain a decision using because; distinguish an observation from an inference.
Spring 1	Medieval Church and society	Compare an image, building and short account. Teach vocabulary through labelled visuals and consider how beliefs influenced everyday decisions.	Identify a feature of daily life and support it with a source detail.
Spring 2	Medieval Church and society continued	Revisit the spring theme through a carefully framed enquiry about a major change. Use cause cards and a before-and-after chart.	Link a cause to an effect and describe a change in people's lives.
Summer 1	Power of the monarchy	Use a structured role play about rules and authority. Compare viewpoints with short source extracts and build an explanation orally before writing.	Explain why people disagreed, using at least two viewpoints.
Summer 2	Islamic civilisations	Investigate an object, place or achievement using a map and accessible sources. Compare societies without presenting one as the standard for judging another.	Communicate a supported comparison and revisit the year's timeline.

Year 8 Power and social change

Half term	Topic	Suggested learning	Assessment evidence
Autumn 1	English Civil War	Use a visual decision tree to explore disagreement about power. Sort immediate triggers and longer-standing tensions, then rehearse an explanation.	Give a supported reason for conflict and place it in chronological context.
Autumn 2	Transatlantic slave trade	Use carefully selected accounts that recognise humanity, agency and resistance. Explain unfamiliar language explicitly and avoid simulations of enslavement.	Use source evidence to explain experiences or actions, without generalising.
Spring 1	Industrial Revolution	Compare objects, maps and images showing how daily routines changed. Investigate whose experiences differed and why.	Describe a change and a continuity using evidence.
Spring 2	British Empire	Locate a focused case study on a map and examine accounts from different perspectives. Separate historical evidence from present-day assumptions.	Explain why accounts differ and make a supported judgement.
Summer 1	Women's rights and political reform	Investigate how people sought change through an accessible local or national case study. Compare methods and consider whose voices are represented.	Explain a method of seeking change and its possible effect.
Summer 2	Cumulative enquiry and review	The source places its end-of-year assessment here without a separate new topic. Choose a cross-year enquiry and revisit chronology and vocabulary.	Present a supported conclusion and identify a question for further research.

Year 9 Conflict rights and the modern world

Topic order follows Maples. Activities and evidence below are suggested adaptations for your setting. Keep a visible chronology and revisit vocabulary in each block.

Half term	Topic	Suggested learning	Assessment evidence
Autumn 1	Versailles and interwar tensions	Use a simplified map and extracts representing different responses to a settlement. Identify consequences and distinguish views from established facts.	Explain a consequence and substantiate a viewpoint.
Autumn 2	Rise of dictators	Examine carefully selected public messages and accounts. Teach the difference between a message's claim and corroborating evidence.	Identify a technique used to influence people and explain its purpose.
Spring 1	Holocaust	Teach through accurate, age appropriate accounts and contextualised evidence. Establish respectful language; avoid graphic imagery and perpetrator-role activities.	Explain an event or experience accurately and recognise the importance of remembrance.
Spring 2	Civil rights in the USA	Build a visual chronology around a focused campaign. Use individual voices and contrast a legal change with changes in daily experience.	Explain how people pursued change and support a conclusion.
Summer 1	Cold War introduction	Use maps, chronology cards and a structured comparison of perspectives. Break a complex event into background, action and consequence.	Explain a sequence and consequence with historical vocabulary.
Summer 2	Cumulative enquiry and review	The source places its end-of-year assessment here without a separate new topic. Revisit source analysis and explanation using an appropriately challenging enquiry.	Combine knowledge and evidence in a conclusion using the chosen response format.

Years 10 and 11 Qualification or enrichment routes

Maples uses a GCSE-focused pathway at this stage. The topic sequence is summarised below; confirm the awarding body, specification, option codes, date ranges and historic environment requirements before adopting it for a qualification. This map alone is not a complete GCSE scheme of work. [2]

Year	Half terms	Maples topic focus
10	Autumn 1-2	Crime and punishment
10	Spring 1-2	Henry VIII and his ministers
10	Summer 1-2	Superpower relations and the Cold War
11	Autumn 1-2	Weimar and Nazi Germany
11	Spring 1-2	Interleaving and mastery
11	Summer 1-2	Final consolidation

Qualification teaching route

Start from the chosen specification and build a complete content checklist. Teach the required depth and breadth, then explicitly model how knowledge, evidence and explanation contribute to different questions. Use the awarding body's current sample materials and mark schemes to design checkpoints; do not infer a specification from topic titles alone.

Use short, focused practice before full papers. Review errors by skill and knowledge gap, reteach and revisit. Provide only approved access arrangements during formal assessment. Monitor attendance, regulation and reading stamina alongside subject progress.

Accessible enrichment route

Retain the broad historical themes while selecting a manageable enquiry for each block. For example, compare how a community dealt with wrongdoing at two points in time, investigate a decision made by a ruler, or examine how public information shaped a response to a crisis. Teach accurate chronology and context without imposing GCSE essay formats on every learner.

Use object handling, museums, local records, accessible accounts and visual evidence. Learners can create an audio explanation, annotated timeline, supported presentation or short report. Assess the historical understanding demonstrated, and record any prompts or assistance.

Suggested checkpoints

Point	Evidence and next action
Year 10 each term	Knowledge and chronology check plus a focused source or explanation task; revise the next unit's prerequisites.

Point	Evidence and next action
Year 10 summer	Cumulative assessment at the selected route; compare progress with baseline and identify readiness for Year 11.
Year 11 autumn	Review new learning alongside earlier units; record recurring misconceptions and writing or communication needs.
Year 11 spring and summer	Targeted consolidation; specification-aligned practice for exam learners, or an independent enquiry portfolio for enrichment learners.

Years 12 and 13 Proposed heritage enrichment

These units are original proposals for post-16 learners. They extend historical enquiry into community participation and independent project work; they are not taken from Maples and do not constitute an A-level or accredited course. Adapt topics to interests, access needs and preparation-for-adulthood outcomes.

Half term	Year 12 proposal	Year 13 proposal
Autumn 1	Our local place: investigate a building, street or landmark through maps and photographs.	Choose a heritage enquiry: agree a question, audience and achievable project plan.
Autumn 2	Lives and memories: compare oral accounts and documentary evidence; discuss what each can reveal.	Gather and check evidence: keep a source log, compare accounts and identify gaps.
Spring 1	Work and technology: explore how one local occupation or daily routine changed over time.	Develop an explanation: distinguish change, continuity and causes in the selected enquiry.
Spring 2	Participation and public life: investigate a focused historical campaign or community decision.	Compare interpretations: consider why people remember or represent events differently.
Summer 1	Heritage in the community: plan a visit and create accessible information for a real audience.	Create an accessible exhibition, audio guide, presentation or illustrated report.
Summer 2	Share and reflect: present an evidence-based enquiry and evaluate the research process.	Present and evaluate: answer questions, acknowledge limitations and identify future interests.

Practical learning and evidence

Choose a museum, archive or heritage partner where possible. Practise planning a journey, asking relevant questions, recording information and explaining a finding. Keep these practical outcomes alongside, rather than in place of, historical learning.

For oral history, agree participation and recording permissions, explain how material will be used and respect withdrawal or privacy requests. Use public archive material when an interview is unsuitable. Teach learners to acknowledge sources and distinguish a personal memory from a verified event.

Progression and assessment

Year 12 builds familiarity with sources, local enquiry and communicating findings. Year 13 asks learners to make more decisions about a question, evidence, product and evaluation. Independence

means making purposeful choices with appropriate support, rather than completing every task without assistance.

Suggested evidence: project plan, source log, chronological account, supported explanation, finished product and reflection. Record the learner's contribution, communication method and level of support. If accreditation is required, select a suitable qualification and map its actual requirements separately.

Assessment implementation and sources

Track subject learning

Area	Evidence of progression
Chronology	From ordering familiar events to placing studied events within a wider timeline and explaining relationships.
Knowledge and vocabulary	From recognising key people, places and terms to using them accurately to explain historical situations.
Evidence	From identifying a source detail to making supported inferences and comparing accounts.
Explanation	From describing what happened to explaining causes, consequences, change and continuity.
Interpretation and judgement	From recognising different viewpoints to explaining differences and reaching a supported conclusion.
Communication and independence	From supported choices to planning and communicating an enquiry with increasingly purposeful decisions.

Implement in your setting

Complete a baseline in historical vocabulary, chronology, reading access and communication. Agree the route and intended outcomes for each learner. Check prior learning when pupils enter mid-year; provide a short chronological bridge before the current unit.

Use predictable lesson routines, clear questions and short source selections. Explicitly teach abstract words, provide processing time and support emotional regulation. Adapt sensitive topics to maturity and individual needs while retaining historical accuracy. Include varied voices and avoid presenting any community only through suffering or conflict.

Suggested tracking fields: learner, year or pathway, enquiry, knowledge and vocabulary, source task, explanation, response format, support used, feedback and next action. Review evidence each half term and adjust teaching before increasing demand.