History
Key Stage 4 Curriculum Map

Woolwich Polytechnic School for Boys

YEAR 10 CURRICULUM EXPECTATIONS

KEY KNOWLEDGE	KEY SKILLS
Elizabethan England, c.1568–1603 This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Health and the People, c.1000–present This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.	Elizabethan England, c.1568–1603 In this depth study, students develop detailed contextual understanding and use it to explain causation and consequence within a specific historical period. They analyse the reasons for key events, such as religious tensions and conflict with Spain, and evaluate their short- and long-term consequences. Students assess the significance of individuals and events in shaping Elizabethan England, forming evidence-based judgements. They strengthen their skills in interpreting contemporary sources, evaluating their content and utility with reference to context and provenance. Students also engage with historical interpretations, considering differing views about Elizabeth's reign. Across the unit, they practise constructing clear, analytical responses supported by accurate and relevant knowledge. Health and the People, c.1000–present In this thematic unit, students develop the ability to analyse change and continuity over a long period of time, identifying patterns in the development of medicine and public health and recognising key turning points. They evaluate the causes of change, including the role of individuals, scientific discovery, war, government, and wider social factors, and consider their relative importance. Students build skills in assessing significance, making informed judgements about the impact of key developments and individuals. They also interpret and evaluate historical sources in context, considering provenance, purpose, and usefulness, and engage with historical interpretations by comparing different views of medical progress. Throughout, students construct substantiated arguments using precise historical vocabulary and secure chronological understanding.

YEAR 10

History
Key Stage 4 Curriculum Map

Woolwich Polytechnic School for Boys

	AUTUMN 1 Britain: Health and the people: c1000 to the present day	AUTUMN 2 Britain: Health and the people: c1000 to the present day	SPRING 1 Britain: Health and the people: c1000 to the present day	SPRING 2 **Elizabethan England, c1568–1603**	SUMMER 1 **Elizabethan England, c1568–1603**	SUMMER 2 **Elizabethan England, c1568–1603**
KNOWING WHAT	Students develop a secure understanding of the development of medicine and public health over time, including key concepts such as causes of disease, prevention, treatment, and public health. They know how medicine changed from the medieval period to the modern day, including the role of significant individuals, scientific and technological advances, government action, and wider social factors. They understand key turning points and can identify patterns of change and continuity, as well as explain the significance of important developments and events.			Students develop detailed knowledge of the Elizabethan period, including the political, religious, social, and cultural context of England between 1568 and 1603. They understand the causes and consequences of key events such as religious tensions, plots against Elizabeth, and conflict with Spain. Students know the significance of important individuals and events and can explain how authority was maintained, as well as the impact of wider societal developments such as exploration and poverty.		
KNOWING HOW	Students demonstrate their understanding through regular practice of AQA-style exam questions completed in class and for homework, including questions on significance, change and continuity, causation, sources, and interpretations. Their progress is monitored through assessed classwork, teacher feedback, and opportunities for redrafting to improve historical reasoning and written communication. Weekly Poly Pop Quizzes reinforce core knowledge and support long-term retention, while ongoing formative assessment ensures students can apply their knowledge accurately and confidently in extended analytical responses.			Students demonstrate their mastery through regular completion of exam-style questions in lessons and as homework, including questions on causation, consequence, significance, and source analysis. Their understanding is assessed through structured classwork, with opportunities for feedback, reflection, and redrafting to refine their analytical writing. Weekly Poly Pop Quizzes support the retention of core knowledge, while ongoing assessment allows students to apply their knowledge in a range of contexts, ensuring they can construct well-evidenced and coherent historical arguments in line with AQA assessment objectives.		
PLANNED ASSESSMENT	Baseline assessment focused on Medieval and Renaissance Medicine	On completion of the industrial period, students will complete their first 16-mark question.	End of unit assessment	Knowledge assessment on Elizabethan England	End of unit assessment	Year 10 full PPE on both Elizabethan England and Health and the People content and skills.

YEAR 10

History
Key Stage 4 Curriculum Map

Woolwich Polytechnic School for Boys

YEAR 11 CURRICULUM EXPECTATIONS

KEY KNOWLEDGE	KEY SKILLS
Conflict and tension between East and West, 1945–1972 This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. Germany, 1890–1945: Democracy and Dictatorship This wider world depth study enables students to understand the political, economic, and social transformation of Germany between 1890 and 1945. It explores the transition from imperial rule to democracy and then to dictatorship, examining the challenges faced by the Weimar Republic and the factors that led to the rise of Nazi rule. The study focuses on the causes and consequences of key events, including political instability, economic crises, and the impact of the Treaty of Versailles. It considers how and why the Nazis were able to establish and maintain control, as well as the experiences of different groups within German society. This unit also examines the role of key individuals and organisations in shaping change and evaluates how they influenced, and were affected by, the wider context of the period.	Conflict and tension between East and West, 1945–1972 In this wider world depth study, students develop the ability to analyse international relations through an understanding of causation, consequence, and significance. They explain the origins of the Cold War and the causes of key events, such as the Berlin crises and the Cuban Missile Crisis and evaluate their short- and long-term consequences. Students assess the significance of key individuals, including political leaders, in shaping relations between the superpowers. They develop skills in interpreting and evaluating historical sources within their context, focusing on content, provenance, and usefulness, and engage with historical interpretations by considering differing perspectives on the development of the Cold War. Throughout the unit, students construct clear, well-evidenced arguments supported by accurate and relevant knowledge. Germany, 1890–1945: Democracy and Dictatorship In this depth study, students develop detailed contextual understanding and use it to analyse causation, consequence, and significance within a rapidly changing political and social landscape. They explain the causes of key developments, including the collapse of Imperial Germany, the challenges faced by the Weimar Republic, and the rise of Nazi dictatorship, and evaluate the consequences of these changes for German society. Students assess the significance of individuals, events, and policies in shaping Germany during this period. They develop their ability to interpret and evaluate historical sources in context, considering provenance, purpose, and utility, and engage with historical interpretations by examining differing views on the success and failures of Weimar and the nature of Nazi control. Throughout, students construct well-supported, analytical responses using precise historical knowledge.

YEAR 11

History
Key Stage 4 Curriculum Map

Woolwich Polytechnic School for Boys

	AUTUMN 1 Germany, 1890 - 1945: Democracy and Dictatorship	AUTUMN 2 Germany, 1890 - 1945: Democracy and Dictatorship	SPRING 1 **Conflict and tension between East and West, 1945-1972**	SPRING 2 **Conflict and tension between East and West, 1945-1972**	SUMMER 1 Revision and external exams	SUMMER 2 Revision and external exams
KNOWING WHAT	Students develop a detailed understanding of Germany from 1890 to 1945, including the political, economic, social, and cultural changes across Imperial Germany, the Weimar Republic, and Nazi dictatorship. They understand the causes of key events such as the collapse of the Kaiser's rule, the challenges faced by Weimar, and the rise of Hitler. Students know the methods used by the Nazis to establish and maintain control, including propaganda, terror, and legal changes, and they understand the experiences of different groups in society under Nazi rule. They also develop knowledge of key individuals, policies, and events, and can evaluate their significance within the broader historical context.			Students develop a secure understanding of the Cold War between 1945 and 1972, focusing on the origins and development of tension between the USA and the USSR in the post-Second World War period. They understand key events such as the Yalta and Potsdam Conferences, the Berlin Blockade, the formation of NATO and the Warsaw Pact, the Hungarian Uprising, the Berlin Wall crisis, and the Cuban Missile Crisis. Students explore ideological differences between capitalism and communism, and how these shaped international relations. They know the causes and consequences of key confrontations, the role of leaders such as Truman, Stalin, Khrushchev, and Kennedy, and the significance of these events in escalating and, at times, reducing tensions during this period.		
KNOWING HOW	Students demonstrate their understanding through regular engagement with AQA-style exam questions completed in lessons and as homework, including questions on causation, consequence, significance, and source interpretation. Their progress is assessed through structured classwork, with detailed feedback supporting reflection and opportunities for redrafting to strengthen analysis and written communication. Weekly Poly Pop Quizzes reinforce core knowledge and support retrieval practice over time. Ongoing formative assessment ensures students can apply their knowledge accurately and construct well-supported historical arguments in line with AQA assessment objectives.			Students demonstrate their understanding through regular practice of AQA-style exam questions completed in lessons and as homework, including questions on causation, consequence, significance, and interpretations. Their progress is assessed through structured classwork, with detailed feedback supporting reflection and opportunities for redrafting to strengthen analytical thinking and written communication. Weekly Poly Pop Quizzes reinforce core knowledge and support long-term retention. Through ongoing formative assessment, students are able to apply their knowledge effectively and construct clear, well-evidenced historical arguments in line with AQA GCSE assessment objectives.		
PLANNED ASSESSMENT	In class assessment in October covering Germany, Elizabeth and Health and the people	End of unit assessment	Full PPE	Cold War in class assessment with knowledge retrieval of all 3 previous topics.	In class practice questions.	

YEAR 11