Curriculum Map

Subject: **History** Year: **7**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Content** | Ancient Civilisations**“What did the Romans ever do for me?”***- Creation of the Roman Empire**- Takeover of Britain and it’s impact**- Boudicca’s rebellion**- Life in Rome**- Collapse of the empire**- Comparison to other empires*  | Early Medieval England**“Does the ‘Dark Ages’ deserve its reputation?”***- Anglo-Saxon kingdoms**- Alfred the Great**- Viking raids**- Danelaw**- Abbasid Baghdad*  | Norman Conquest**“Why was England a battlefield in 1066?”***- Norman conquest of Britain* *- Feudal system**- Domesday book**- Norman castles**- Harrying of the north* | The Crusades**“Was Jerusalem worth fighting for?”***- Causes of the crusades**- Why people joined the crusades**- Life as a crusader**- Richard the Lionheart**- Saladin* *- Impact of the crusades*  | Medieval Rulers**“Were medieval rulers good at their jobs?”***- Famous medieval queens**- Death of Thomas Becket**- King John**- The Magna Carta**- Conflict with Ireland and Scotland*  | The end of the middle ages**“Were people happy to see the end of the Middle Ages?”***- The Black Death**- The Peasants Revolt**- The Hundred Year War**- The War of the Roses* |
| **Skills** | **Conceptual focus***Change; continuity; similarity; contrast; significance; interpretations; evidence (primary & secondary)***Skills focus***Chronological thinking; comprehension; analysis; interpretation; research; judgement*  |
| **Assessment** | Google Form knowledge check at the end of the topicSkills based hand written assessment based on the content of the half term, involving extended writing  | Google Form knowledge check at the end of the topicSkills based hand written assessment based on the content of the half term, involving extended writing  | Google Form knowledge check at the end of the topicSkills based hand written assessment based on the content of the half term, involving extended writing  | Google Form knowledge check at the end of the topicSkills based hand written assessment based on the content of the half term, involving extended writing  | Google Form knowledge check at the end of the topicSkills based hand written assessment based on the content of the half term, involving extended writing  | Google Form knowledge check at the end of the topicSkills based hand written assessment based on the content of the half term, involving extended writing  |

 Curriculum Map

Subject: **History** Year: **8**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Content** | The Tudors**“Why did the Tudors take England on a religious rollercoaster?”***- Henry VII* *- Henry VIII and the break from Rome**- Reigns of Edward VI and Mary I**- Elizabeth I and the religious settlement**- Spanish Armada*  | The Stuarts**“Why did the English go to war with each other?”***- Gunpowder Plot**- Causes of the English Civil War**- Soldiers of the war**- New Model Army**- Trial of Charles I**- Rule of Oliver Cromwell* | The Industrial Revolution**“How did Britain become the workshop of the world?”***- Causes of the Industrial Revolution**- Famous inventors**- Growth of transport**- Jon Snow and the cholera epidemic* *- Conditions in the factories*  | The Transatlantic Slave Trade**“Why was the slave trade allowed to continue for so long?”***- How triangular trade worked**- Conditions on the middle passage**- Conditions on the plantations**- How enslaved people fought back**- Why slavery was abolished*  | The British Empire**“Is the British Empire something to be proud of?”***- How Britain built an empire**- The wars of the empire**- Indian experience of the empire**- American experience of the empire**- Australian experience of the empire**- Impact of the British empire* | The 20th Century**“How transformative was the 20th century?”***- How the world changed in the 20th century**- Sinking of the Titanic**- Women’s suffrage movement**- Death of Emily Davison* *- How those in poverty were perceived*  |
| **Skills** | **Conceptual focus***Change; continuity; similarity; contrast; significance; interpretations; evidence (primary & secondary)***Skills focus***Chronological thinking; comprehension; analysis; interpretation; research; analysis; judgement*  |
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 Curriculum Map

Subject: **History** Year: **9**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Content** | World War I**“How did the Great War get its name?”***- Long term causes of WWI**- Assassination of Franz Ferdinand* *- Why people signed up**- Weapons of the war**- Battle of the Somme**- Trench warfare* *- Psychological impact of war**- Soldiers of the empire* | Post-war Europe**“How did the Great War produce some of the most infamous men in history?”***- End of WWI**- Treaty of Versailles**- Democracy v dictatorships**- Weimar Germany**- Roaring 20s**- Extremism in Europe*  | Nazi Germany**“What was it like to live under a dictator like Hitler?”***- Hitler’s rise to power**- Creation of a police state**- Hitler’s utilisation of the church**- Propaganda* *- Treatment of women* *- Nazi youth**- Life for workers* | World War II**“Was the Second World War deadlier than the first?”***- How the war began**- Policy of appeasement* *- Nazi-Soviet Pact**- German tactics**- Evacuation of Dunkirk**- Bombing of Pearl Harbour**- Key battles**- How the war ended*  | Persecution of minorities **“How have minorities been treated throughout history?”***- What the Holocaust was**- Rise of anti-Semitism* *- Life for Jewish people before the Nazis**- Escalation of hostilities**- Wannsee Conference and the Final Solution*  | Life in Whitechapel **“How did Jack get away with his crimes?”***- Jack the Ripper murders**- Living and working in Whitechapel**- Social tensions in Whitechapel**- Organisation of the police**- Techniques of the police**- Obstacles the police faced* |
| **Skills** | **Conceptual focus***Change; continuity; similarity; contrast; significance; interpretations; evidence (primary & secondary)***Skills focus***Chronological thinking; comprehension; analysis; interpretation; research; analysis; judgement*  |
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