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 topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills 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* | | | | | |
| **Assessment** | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing | Google Form knowledge check at the end of the topic  Skills based hand written assessment based on the content of the half term, involving extended writing |