

# History Curriculum Map

	YEAR 7 Less text heavy and more images the language will be simpler than year 8 work.	YEAR 8 More challenging texts and more challenging language than for year 7, helping prepare student for KS 4 level content.	YEAR 9 More challenging texts and more challenging language than for year 7 and 8, helping prepare student for KS 4 level content
TERM 1	<p><b>What was the changes that happened in England before 1066?</b> Looking into Life before the battle of Hastings <i>Recurring skills: change and continuity – changes with different groups arriving, legacies of the Romans. Simple politics and economics - how the Vikings controlled England.</i> <i>Primary links – many students will have studied some of these units in primary but this will be an overview of several KS2 units combined NC links -students will have cover some of these units but this is an overview of all of them.</i> <u>Homework: Africa’s UNESCO cultural world heritage sites</u></p>	<p><b>How has migration changed England?</b> : Focusing on Explain there had been migration to Britain between Ancient times to modern day. <i>Recurring skills: cause and consequences– explain why groups such as the Huguenots moved to England, What the consequences of Irish and Pakistan moving to the UK. This looks at complex issues such as religious refugees and racism.</i> KS3 Development – Examining in greater detail the consequences on migration to the UK. Producing a more detailed explanation about the causes of migration.  2022 Homework: Indian Independence</p>	<p><b>Why was the First World War like no other before it?</b> Focusing on the causes and conditions of the war. <i>Recurring skills: economic and political history – causes and consequences the First World War has some complex causes both long term and short term causes. A study of military history, the complexities of warfare during WW1. This is very useful to support the KS4 study of Weimar Nazi Germany and good preparations for KS4.</i>  KS3 Development – Revising the Industrial Revolution and Empire and how this contributed to the causes of the first world war. Making judgements about the causes. Developing military history knowledge linking to English Civil War, Battle of Hastings.  Homework project: Jamaican Independence</p>
TERM 2	<p><b>What were the causes and consequences of the Battle of Hastings?</b> Focusing on the Norman conquest and invasion of Britain, Norman control in Britain and the development of castles. <i>Recurring skills: simple military – looking at the battle of Hastings, cause and consequences of the battle, simple politics –how the Normans kept power.</i> <i>Primary links – this will build on knowledge of military history that students might have learnt studying Romans, or Vikings.</i>  Homework: The Hundred Year War</p>	<p><b>What were the causes and consequences of the English Civil war?</b> Focus on the Stuart monarchs and important events during the Stuart period including the Gunpowder Plot and the Civil War. <i>Recurring skills: religious, economic and political history – causes and consequences the Civil War has some complex causes beyond just religious problems. Significance of Charles and Oliver Cromwell and their actions – again a more complex look at politics than previous year 7 units</i>  KS3 Development – Extending students’ political understanding from the Middle Age (Magna Carta) and Tudor period (changing in power of the Catholic Church) -the power of the monarch and importance of Parliament and their changing roles. Homework: The Enlightenment</p>	<p><b>Finish WW1 and What the causes and consequences of the women’s suffrage movement?</b>  Focus on how women gained the vote. <i>Recurring skills: political history – change and continuity, a study of the suffragette movement and the changes it brought about.</i>  KS3 Development – Revising the political history – how men in the UK have been gaining increasing political power since the Magna Carta and English Civil War, and determining why women did not share this political power.  Homework: Kenyan Independence 2022 Homework: Indian Independence</p>
TERM 3	<p><b>Who was the most significant in the Middle Ages Church or Monarch?</b> Focus on life during the Middle Ages including The Black Death and the Magna Carta. This will prepare students for KS4 and is social history depth study. This helps students with KS4 Medicine. <i>Recurring skills: significance – the power of the church –this will be crucial in KS4 history, simple politics – the relationship between the church and the monarch, simple medical history – an overview of the Black Death and the consequences of this, this will come up again in KS4 as a case study.</i> <i>Primary links – this will build on their medical history knowledge, some students will have studied the Great Plague as part of local knowledge in KS2</i>  Homework project: China in the Middle Ages</p>	<p><b>What were the causes and consequence of the French Revolution?</b> To understand the causes and consequences’ of the French Revolution. To focus in on another European nation’s history  <i>Recurring skills: political history – the French Revolution has some complex causes and some complex consequences as students have to understand the French class system and the Enlightenment and it’s impact on French politics.</i>  KS3 Development – Extending students’ political understanding the power of the monarch this time in France. Comparing the French and English monarchies. Both England and France execute their king. Evaluating what caused the political unrest and this would influence the treatment of the poor – was ignoring urban poverty a good idea.  Homework: Recap the Middle Ages</p>	<p><b>What were the consequences of major battles of WW2?</b> Focusing on the events and key turning points of WW2 including why Germany eventually lost the war.  <i>Recurring skills: economic and political history – causes and consequences the Second World War has some complex causes both long term and short term causes. Making judgement about the causes.A study of military history, the complexities of warfare during WW2. This is very useful to support the KS4 study of Weimar Nazi Germany and good preparations for KS4.</i>  KS3 Development – Revising the First World and how this contributed to the causes of the Second world war. Developing military history knowledge linking to English Civil War, Battle of Hastings and First World War. Also essential for Cold War Unit.  Homework: Recap: Killing Kings: The Stuarts and The French Revolution</p>

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TERM 4	<p><b>What caused the Islamic Empires to spread?</b> A focus on the rapid spread of the Islamic empire after the death of the Prophet Mohammed Focus on a non-European culture. <b>Recurring skills: significance – the power of the Islam and significance of Baghdad and Jerusalem, military history – simple look at the crusades.</b> <b>Primary links – students study a non-European study which might include this does not have to be the topic.</b> Homework: Asia's UNESCO cultural world heritage sites</p>	<p><b>How did the Industrial Revolution change Britain?</b> Focus on how Britain changed during the Industrial Revolution including factories, the poor law and revolution. WHY? <b>Recurring skills: change and continuity – this will be crucial in KS4 history as this period will have a huge impact on medicine – a study of the broad range of changes that occurred during the industrial revolution. Cause and consequence – a look at the causes and consequences of the industrial revolution</b></p> <p><b>KS3 Development – Extending students' knowledge of causes of revolution, comparing the industrial revolution to the English Civil War during the Stuart period. Revisiting the political power of the aristocracy, (Magna Carta and English Civil War) and how this changed. Looking at the improvements for the poor and the growth of the labour movement and trade unions (to support the KS4 WNG unit)</b> Homework: How did the Tudor and Mughals changes the world? Indian Independence</p>	<p><b>What were the causes of the Holocaust?</b> Focusing on the Holocaust including the persecutors and the persecuted as well as the legacy of the Holocaust. 2022-Imperial War Museum Trip? adapted lessons from Holocaust Education Development Programme, covering antisemitism, victims both Jewish and non- Jewish, opposition and the rise of the Nazis <b>Recurring skills: significance and causes and consequence. A study of the causes and consequences of the Holocaust and why we study this today. Some very complex issues that are very unsettling.</b></p> <p><b>KS3 Development – Black Death, WW1 and the aftermath, democracy and how it can collapse. Rise of the Nazi party useful for KS4.</b></p> <p>Homework: UNESCO Cultural world heritage site South America</p>
TERM 5	<p><b>How did the Tudor change the relationship between church and monarch?</b> Focus on the Tudor monarchs and their problems and achievements throughout their reign. This gives students an understanding of the religious changes that caused changes across society after the Reformation. <b>Recurring skills: significance – the power of the church – this will be crucial in KS4 history, simple politics – the relationship between the church and the monarch. Cause and consequence – simple look at what caused Henry to break from Rome and the consequence of this. Interpretations – was bloody Mary “bloody” – this will support the KS4 study of Early Elizabethan England</b> <b>Primary links – many students will have learnt something about Henry VIII so this is looking at the significance of the change which he introduced rather than the lives of his wives.</b></p> <p>Homework: The Renaissance</p>	<p><b>How did Empire and Slavery change the world?</b> Focus on the growth of the British Empire and then the life of a slave from capture to life on the plantations. Looking at the abolition of slavery and the American Civil War.</p> <p><b>Cause and consequence – a study of the cause and consequences of the growth of the British Empire, covering Ireland, Australia and the Slave trade to try to offer a broad depth of knowledge. A study of the significance of the abolition movement.</b></p> <p><b>KS3 Development – Revising the Industrial Revolution (with links to Tudors, Tudor V Mughals and Stuarts as they contribute to the start of the Empire) and extending how the foreign policy during the Industrial Revolution affected people in other nations.</b></p> <p>Homework: Ireland and Homerule</p>	<p><b>How did Civil Rights Movement in the USA bring about change in the USA?</b> Focus on the USA a period of change, including the Red Scare to help students prepare for the Cold War Unit in KS4.</p> <p><b>Recurring skills: economic and political history – causes and consequences racist government policies, change and continuity – what was changed during the Civil Rights movements and what still remains the same</b></p> <p><b>KS3 Development – Political history – expectations of democracy from the Industrial revolution unit, also the enslaved peoples of the Americas how they were treated.</b></p> <p>Homework project: The Russian Revolutions</p>
TERM 6	<p><b>What were some similarities and differences between Tudors and Mughals?</b> Focus on life during the Elizabethan period and Elizabeth's problems throughout her reign. This is good preparation for KS4 students. <b>Recurring skills: simple look at similarities and difference between 3 different areas of the Tudors and Mughals. Comparing the military, political and cultural history of the two dynasties. this will support the KS4 study of Early Elizabethan England</b></p> <p><b>KS3 Development – Comparing two dynasties and reaching judgements about the two dynasties are a development of the Tudor Units.</b> Homework: Scottish Rebellions</p>	<p><b>Whitechapel – Why was Whitechapel such a difficult place for women? A local History study.</b> Focus on the social conditions of London in the 19<sup>th</sup> century, policing and the investigation and reasons why a serial killer was allowed to escape with murder. <b>A study of the significance of the Ripper Murders . A study of why the social conditions of London in later Victorian period were significant in how the Ripper managed to avoid capture. KS4 sources skills introduced so challenging students in preparation for year 9.</b></p> <p><b>KS3 Development – Revising the Industrial Revolution and explaining how lead to problematic urban environments and the impact of this.</b></p> <p>Homework: Australian Aboriginals</p>	<p><b>What causes and consequences of peoples fight for civil rights in the 20<sup>th</sup> century UK?</b> Focus on oppression by the UK by the Empire and closer to home.</p> <p><b>Recurring skills: economic and political history – causes and consequences racist government policies, change and continuity – what was changed during the Civil Rights movements and what still remains the same</b></p> <p><b>KS3 Development – Political history – expectations of democracy from the Industrial revolution unit, also the Empire and commonwealth. Also the consequences of the Second world war and the need for migration.</b></p> <p>Homework project: Recap: the 19<sup>th</sup> Century</p>

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AO	<p><b><u>END OF YEAR ASSESSMENT</u></b>            Covering AO1-4 and all the content covered this year.  <b>AO3: Study Sources B and C. How useful are Sources B and C for an enquiry into ...?</b>  <b>AO4 Suggest one reason why Interpretations 1 and 2 give different views about</b>  <b>Study Interpretations 1 and 2. They give different views about .... What is the main difference between these views?</b>  <b>AO2 Explain why...(12 marks)</b>  <b>Differentiation for assessment – writing frames, expected length simple topics</b></p>	<p><b><u>END OF YEAR ASSESSMENT</u></b>            Covering AO1-4 and all the content covered this year.  <b>AO3: Study Sources B and C. How useful are Sources B and C for an enquiry into ...?</b>  <b>AO4 Suggest one reason why Interpretations 1 and 2 give different views about</b>  <b>Study Interpretations 1 and 2. They give different views about .... What is the main difference between these views?</b>  <b>AO2 Explain why...(12 marks)</b>  <b>Differentiation for assessment – writing frames, expected length simple topics</b></p>	<p><b><u>END OF YEAR ASSESSMENT</u></b>            Covering AO1-4 and all the content covered this year.  <b>AO3: Study Sources B and C. How useful are Sources B and C for an enquiry into ...?</b>  <b>AO4 Suggest one reason why Interpretations 1 and 2 give different views about</b>  <b>Study Interpretations 1 and 2. They give different views about .... What is the main difference between these views?</b>  <b>AO2 Explain why...(12 marks)</b>  <b>Differentiation for assessment – writing frames, expected length simple topics</b></p>
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