



## History Curriculum Map

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Weeks (based on 2016-17 calendar)	7	7	5	6	5 ½	6
YR7	Transport through Time	The Norman Conquest of England		Medieval Life including King John and the Power of Church	The Tudors	The Stuarts - The English Civil War
	The Norman Conquest of England	Medieval Life including King John and the Power of Church		The Tudors including the Renaissance		
YR8	The Gunpowder Plot	The Industrial Revolution in Britain	The Industrial Revolution in Britain	Slavery and the British Empire	Slavery and the British Empire	The Causes of World War 1
			Jack The Ripper			
YR9	World War 1	World War 2	GCSE History: Paper 3 Germany 1918-1939 30% (68)	GCSE History: Paper 3 Germany 1918-1939 30% (68)	GCSE History: Paper 3 Germany 1918-1939 30% (68)	GCSE History: Paper 3 Germany 1918-1939 30% (68)
	Inter War					
Estimated lessons	14	14	10	12	10	10
YR10	GCSE History: Paper 3 Germany 1918-1939 30% (68)	GCSE History: Paper 2 Normans 20% (45)	GCSE History: Paper 2 Normans 20% (45)	GCSE History: Paper 2 Normans 20% (45)	GCSE History: Paper 1 Medicine including British Western Front 30% (68)	GCSE History: Paper 1 Medicine including British Western Front 30% (68)
				GCSE History: Paper 1 Medicine including British Western Front 30% (68)		
Estimated lessons	21	21	15	18	15	16
YR11	GCSE History: Paper 1 Medicine including British Western Front 30% Western Front 30% (68)	GCSE History: Paper 2 Superpowers 20% (68)	GCSE History: Paper 2 Superpowers 20% (68)	GCSE History: Paper 2 Superpowers 20% (68)	Revision for Exams and Exams	Exams
				Revision for Exams		
	21	19	15	18		



## History Key Skills

-Knowledge

-Source

-Source and Knowledge



## Year 7 Term 1: The Norman Conquest

### Assessment

Battle of Hastings- Knowledge

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

What is chronology why is it important?  
How did transport develop through time

What was England like in the 1060's?  
Who were the contenders to throne and what were their strengths and weakness?  
What happen during the Battle of Hastings?  
Why did William win the Battle of Hastings?

**NC 2014: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066**

**NC 2014: the development of Church, state and society in Medieval Britain 1066-1509**

## Year 7 Term 2: Norman Consolidation of Power

### Assessment

King John- Sources

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

How did the Normans consolidate their power in England by using Castles, the Feudal system, The Domesday Book, The Harrying of the North

Who was King John?  
Was King John a good or bad king?  
What was the Magna Carta?



Why was it important?

NC 2014: the development of Church, state and society in Medieval Britain 1066-1509

<b>Year 7 Term 3: RE*</b>
<b>Assessment</b>
<b>Skills</b>
Knowledge

<b>Year 7 Term 2+4: Medieval Realms</b>
<b>Assessment</b>
<b>Skills</b>
Where appropriate the key skills of <b>“Knowledge”</b> , <b>“Source and Knowledge”</b> and <b>“Source”</b> style assessments are used to assess the following areas: <b>“Cause and Consequence”</b> , <b>“Change and Continuity”</b> , <b>“Significance”</b> , <b>“Interpretation”</b> and <b>“Using evidence”</b> . The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.
Knowledge
Understand Medieval life for Peasants Understand the power of the Church Understand who was to blame for the death of Becket Understand the Causes and Consequences of the Plague



NC 2014: the development of Church, state and society in Medieval Britain 1066-1509

**Year 7 Term 4+5: Medieval Realms, Renaissance and the Tudors**

**Assessment**

Henry VIII – Sources

**Skill**

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

**Knowledge**

Understand the significance of the Peasants Revolt

Renaissance: What was the renaissance?

Renaissance: What contribution did the renaissance make to Human development?

Who was Henry VII?

Who was Henry VIII?

What was Henry VIII like?

How did the reigns of Henry’s Children effect England?

What was life like in the Tudor Period?

What was the significance of the Spanish Armada for England?

NC 2014: at least one study of a significant society or issue in world history and its interconnections with other world developments

NC 2014: the development of Church, state and society in Medieval Britain 1066-1509

**Year 7 Term 6: The Stuarts - The English Civil**

**Assessment**

End of Year Exam- combination of Source, Knowledge and Source and Knowledge.



### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

### Knowledge

To understand the Causes of the Civil war  
 To understand key features of the conflict  
 To understand key features of life during the civil war  
 To understand why Charles was executed  
 To understand the differing interpretations of Cromwell’s rule  
 To say whether Cromwell improved Britain  
 Stuart life: Great fire of London 1666 and the Great Plague

**NC 2014: the development of Church, state and society in Britain 1509-1745**

## Year 8 Term 1: The Stuarts - The Gunpowder Plot

### Assessment

Gunpowder Plot – Source and Knowledge

### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

### Knowledge

Who was James I and why was he unpopular?  
 Describe the Gunpowder Plot?  
 What were the different interpretations of the Gunpowder Plot?  
 Was Witchcraft a significant issue in Stuart Britain?

**NC 2014: the development of Church, state and society in Britain 1509-1745**



### Year 8 Term 2+3: Industrialisation

#### Assessment

Children in the Mills - Sources

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

Uniting the Kingdom – to understand how the UK became united 1500-1750

Why did the population increase 1750-1900

What was the domestic system?

Why and how did the factory system replace the domestic system?

What were the positives and negatives of work within the factory system and the domestic system

What were living conditions like 1750-1900

How did people protest against poor living and working conditions

How did transport change and why this was so significant?

To be able to say whether London was a great city?

What were the key features of crime, punishment and policing in the 19<sup>th</sup> Century

Who was Jack the Ripper?

**NC 2014: ideas, political power, industry and empire: Britain, 1745-1901**

### Year 8 Term 4+5: The British Empire and Slavery

#### Assessment

The British Empire Source and Knowledge

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

What was the British Empire?

Was the British Empire a good or bad thing for its subjects?

What was Slavery?

What was the significance of the Triangular Trade?

What was the experience of capture and transportation like for the Slaves?



What was the experience of life on the plantation?  
 How and why did people rebel against Slavery?  
 Why was slavery abolished in the British Empire?  
 How did the US civil war effect slaves and slavery?  
 What was the effect of the Emancipation Proclamation?  
 How did black American people fight for civil rights in the 20<sup>th</sup> century?

NC 2014: ideas, political power, industry and empire: Britain, 1745-1901

NC 2014: at least one study of a significant society or issue in world history and its interconnections with other world developments

### Year 8 Term 6: Causes of WW1

#### Assessment

Causes of WW1 - knowledge

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

Chronology of the 20<sup>th</sup> century – which events were significant?  
 To understand the causes of WW1: Naval arms race, alliances, empire, Schlieffen Plan, Problems in the Balkans, the assassination of Franz Ferdinand

NC 2014: the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066

NC 2014: challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust





<b>Year 9 Term 1: WW1</b>
<b>Assessment</b>
The Soldiers experience of life in the Trenches
<b>Skills</b>
Where appropriate the key skills of <b>“Knowledge”</b> , <b>“Source and Knowledge”</b> and <b>“Source”</b> style assessments are used to assess the following areas: <b>“Cause and Consequence”</b> , <b>“Change and Continuity”</b> , <b>“Significance”</b> , <b>“Interpretation”</b> and <b>“Using evidence”</b> . The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.
<b>Knowledge</b>
Chronology of weaponry Trench layouts Conditions in the trenches – Rats, water, trench foot, lice Fighting in the trenches – The Somme, gas, Recruitment and conscription, Propaganda Understand why Germany lost WW1
<b>NC 2014: challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust</b>

<b>Year 9 Term 2: Interwar World and the start of WW2</b>
<b>Assessment</b>
Dunkirk assessment - Sources
<b>Skills</b>
Where appropriate the key skills of <b>“Knowledge”</b> , <b>“Source and Knowledge”</b> and <b>“Source”</b> style assessments are used to assess the following areas: <b>“Cause and Consequence”</b> , <b>“Change and Continuity”</b> , <b>“Significance”</b> , <b>“Interpretation”</b> and <b>“Using evidence”</b> . The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.
<b>Knowledge</b>
Changes for the role of women in Britain 1918-1930 Understand the consequences of the Treaty of Versailles Understand to consequences of the Wall Street Crash Understand the consequences why did the Nazi come to power? Understand the consequences how did the Nazis change Germany?



Rearmament  
Appeasement

**NC 2014: challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust**

**Year 9 Term 2: WW2**

**Assessment**

Dunkirk - Sources

**Skills**

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

**Knowledge**

- To understand the significance of the Battle of Britain
- To understand the significance of the Battle of the Atlantic
- To understand the significance of the war on the Eastern Front
- To understand the significance of the war on the Far East
- To understand the significance of D-Day
- To understand the causes and consequences of the atomic bomb

**NC 2014: challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust**

**Year 9 Term 3+4+5+6: GCSE Weimar Germany**

**Assessment**

Treaty of Versailles – Knowledge  
C.R.A.F.T.

Why did Hitler come to power - Knowledge

End of Year Exam- combination of Source, Knowledge and Source and Knowledge, based on Weimar Germany.

**Skills**

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

**Knowledge**



Weimar - problems 1919-1923  
 Weimar - crisis of 1923  
 Nazi beliefs  
 The Munich Putsch 1923  
 How did the Weimar Republic survive?  
 Hitler's rise to power  
 Was Weimar doomed?  
 How Hitler consolidated power 1933-1934  
 The structures of control in the Nazi state

### Year 10 Term 1: Nazi Germany

#### Assessment

How Hitler consolidated power 1933-1934 - Knowledge  
 Women in Nazi Germany - Knowledge

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

How Hitler consolidated power 1933-1934  
 The structures of control in the Nazi state  
 Women in the Nazi state  
 Youth in the Nazi State  
 Opposition  
 Persecution  
 Economic policies and benefits

### Year 10 Term 2+3+4: The Normans

#### Assessment

TBC - Currently being planned

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

TBC - Currently being planned

### Year 10 Term 4+5+6: British Medicine exc The Western Front



### Assessment

Roman Britain Assessment – Source and Knowledge  
 Middle Ages, Black Death – Sources  
 GCSE Mock – TBC Medicine/Normans/Germany

### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

### Knowledge

Roman knowledge about the body and disease  
 Medieval medical knowledge  
 Medieval Hospitals  
 Medieval public health  
 Medieval doctors  
 Renaissance medical knowledge  
 Renaissance treatment  
 Renaissance public health  
 Renaissance doctors  
 Renaissance Hospitals  
 19th-century knowledge about the body and disease  
 19th-century methods of diagnosis and treatment  
 19th-century public health  
 19th-century doctors  
 19<sup>th</sup>-century Hospitals  
 20th-century knowledge about the body and disease  
 20th-century methods of diagnosis and treatment  
 20<sup>th</sup>-century Hospitals  
 20th-century public health  
 20th-century doctors

### Year 11 Term 1: Medicine on British Western Front

#### Assessment

TBC - Currently being planned

#### Skills

Where appropriate the key skills of **“Knowledge”**, **“Source and Knowledge”** and **“Source”** style assessments are used to assess the following areas: **“Cause and Consequence”**, **“Change and Continuity”**, **“Significance”**, **“Interpretation”** and **“Using evidence”**. The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.

#### Knowledge

TBC - Currently being planned



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<b>Year 11 Term 2+3+4: Superpowers</b>	
<b>Assessment</b>	
TBC - Currently being planned Xmas Mock Exam - TBC Medicine/Normans/Germany	
<b>Skills</b>	
Where appropriate the key skills of <b>“Knowledge”</b> , <b>“Source and Knowledge”</b> and <b>“Source”</b> style assessments are used to assess the following areas: <b>“Cause and Consequence”</b> , <b>“Change and Continuity”</b> , <b>“Significance”</b> , <b>“Interpretation”</b> and <b>“Using evidence”</b> . The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.	
Knowledge	
TBC - Currently being planned	

<b>Year 11 Term 4+5: Revision</b>	
<b>Assessment</b>	
TBC - Currently being planned	
<b>Skills</b>	
Where appropriate the key skills of <b>“Knowledge”</b> , <b>“Source and Knowledge”</b> and <b>“Source”</b> style assessments are used to assess the following areas: <b>“Cause and Consequence”</b> , <b>“Change and Continuity”</b> , <b>“Significance”</b> , <b>“Interpretation”</b> and <b>“Using evidence”</b> . The focus on these specific skills varies within unit lessons with the end of unit assessment on one particular skill.	
Knowledge	
TBC - Currently being planned	